

Quinton Township School District
English Language Arts
Grade 2
[Pacing Guide](#)

Unit:	1	Unit Title:	Friends and Family	Pacing:	30 Days
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Unit Summary: Throughout this unit, students explore the themes of friends, family, and community. Initially, students practice literacy block routines that will support learning throughout the year. To propel development, the unit's phonics lessons are reinforced by the district-approved Sonday Essentials Program. As readers, learners practice visualizing, rereading, and asking and answering questions strategies. They learn about character, setting, plot, key details, and author's purpose to support comprehension. They use and apply these skills in different text genres to produce oral and written responses to text. Throughout the unit, students apply the writing process to expand on their knowledge of characters, setting, problem and solution and incorporate grammar skills into their writing by focusing on adjectives, adverbs, pronouns, punctuation and capitalization. Through collaboration and guided teamwork, students will perform Reader's Theater: Room For More, which includes passages such as *Freddy the Rabbit* and *Busy Bees*. By the unit's end, students will have completed performance tasks, participated in collaborative discussions, and collaborated to complete writing pieces that focus on the theme of Our Life/Our World. ^ ()

Objectives:

Language

- Blend, categorize, segment, and isolate phonemes.
- Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Identify and use statements and questions.
- Identify and use commands, exclamations, and interjections.
- Spell words with short vowels.

- Acquire and use grade-appropriate academic vocabulary.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Identify and read words with two-letter blends: *r*-blends, *s*-blends, *t*-blends, *l*-blends, short *a*, long *A*:*a_e*.
- Identify and read words with inflectional endings *-ed*, *-ing*.
- Identify and read high frequency words.
- Understand and use subjects and predicates.
- Identify and read possessives.
- Demonstrate expressive reading skills and fluency by performing a reader's theater script based on text from the curriculum.

Reading

- Identify plot structure and describe main story elements in a literary text.
- Identify and explain a theme of a literary text.
- Retell a text to enhance comprehension.
- Explain how captions contribute to the meaning of texts.
- Explain an author's purpose in an informational text.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Listen to and engage with children's books featuring characters with diverse races and ethnicities, including but not limited to African American or Black, Arabic, Asian, Indigenous Peoples, Latinx/Hispanic, Native Hawaiian or Other Pacific Islander, White, and individuals of all abilities, economic backgrounds, genders, and religions. * @ () ^
- Compare and contrast how authors present information on the same topic or theme.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Explain how charts contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details in a text.
- Explain an author's opinion(s) and supporting evidence.
- Compare and contrast differences between people and families from diverse cultures through texts such as *Big, Red Lollipop*, and *Dinner at Alejandro's*. ^ ()

Writing

- Write in response to text.

- Demonstrate legible printing skills.
- Write a narrative using a sequence of events, transitions, and an ending.
- Focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.
- Use technology to produce and publish writing with some guidance and support from adults.
- Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
- Expand and combine sentences.
- Add commas in a series.

Essential Questions:

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.1.A, L.WF.2.1.B, L.WF.2.2.A, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.D, L.WF.2.3.E, L.WF.2.3.F

L.KL.2.1.A, L.KL.2.1.B, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B

Reading Learning Targets: RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8

Writing Learning Targets: W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.NW.2.3.A, W.NW.2.3.B, W.NW.2.3.C, W.NW.2.3.D,

W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.WR.2.5, W.RW.2.7
Speaking/Listening: SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6
Interdisciplinary Connections: 1-LS3-1, 6.1.2.CivicsPI.1, 6.1.2.CivicsPD.1, 6.1.2.CivicsCM.3, 1.4.2.Pr6a, 1.4.2.Cr1a, 1.4.2.Cr2b
Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3
Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.2.IML.4

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Word Work</u> Phonemic Awareness: blending; categorization; segmentation; substitution; isolation Phonics/Spelling: short a, short i, two-letter blends - r blends (br, cr, dr, fr, gr); s blends (sc, sk, sm, sn, sp, st, sw); t blends (tr, tw, -nt); l blends (bl, cl, fl, gl, pl, -lk, -lt); long i i_e Structural Analysis: plural nouns with s/es; closed syllables; possessives; inflectional endings s/es; inflectional endings ed/ing;	<i>Wonders</i> Teacher's Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard <i>Sonday Essentials</i>	Blackline masters Activity cards Vocabulary/Spelling Cards Leveled Readers Differentiated Genre Passages	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games IXL Epic! Books Teach Your Monster to Read

High Frequency Words Vocabulary: inflectional endings, context clues; base words; prefixes; synonyms <u>Reading</u> Genre: Realistic Fiction; Fantasy; Expository Text Mini lessons: Listening Comprehension: visualize; plot - beginning, middle, end; main story elements - character, setting, events; text features; captions; visualize story elements - illustrations; theme; ask and answer questions; text features - charts; topic and relevant details; authors opinion Shared Reading Respond to Reading <u>Writing</u>			
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Genre: realistic fiction; expository essay Mini lessons: expert model - realistic fiction story; plan - sequence; draft - descriptive details; revise - precise language; peer conferences; edit and proofread; publish, present, and evaluate; expository essay expert model plan - generate questions; draft - sentence types and lengths Grammar: statements and questions; sentence capitalization and punctuation; commands; exclamations and interjections; subjects and predicates - quotation marks with dialogue; expanding and combining sentences; commas in a series.			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record	Summative Assessments ● Topic tests ● MAP testing

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• Journals • Exit Tickets • Student Practice Pages • Writing Drafts • Progress Monitoring • Student Self Assessment	• Fountas and Pinnell Testing • School-wide Writing Assessment- Pre/Post • Final Drafts • Benchmark Assessment
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize graphic organizers.	
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Quinton Township School District
English Language Arts
Grade 2

Unit:	2	Unit Title:	Animal Discoveries	Pacing:	30 Days
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Unit Summary: In this unit, students make discoveries through texts to examine the theme Animal Discoveries. As readers, students interact with the genres of nonfiction, fables, and poetry. They analyze nonfiction text features, main topics, key details, and main ideas. In literature, they also learn about characters, sequence, and author’s purpose. To support the reading initiative, unit phonics lessons are reinforced by the district-approved Sonday Essentials Program. These skills combine to help students with comprehension and support their ability to respond to text-based questions. As writers, students will use the writing process and mentor texts to complete a Research Project. As performers, students will work collaboratively in groups to perform *I’ll Be the Dragon* through reader’s theater. By the unit’s end, students will be able to answer: How are offspring like their parents and what can we learn about animals through research? () *

Objectives:

Language

- Manipulate phonemes through addition, substitution, blending, deletion, and segmentation.
- Read and spell words with short *o* and long *o*.
- Read and spell words with short *u* and long *u*.
- Spell words with *-ed* and *-ing* suffixes correctly (doubling final consonants; drop final *e*).
- Read CVCe syllables.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Use commas in a series.
- Understand and use singular and plural nouns.
- Understand and use kinds of nouns, such as common nouns, proper nouns, and collective nouns.

- Understand and use more plural nouns, such as irregular plural nouns.
- Understand possessive nouns.
- Use apostrophes to form contractions.
- Identify and spell words with 3-letter blends.
- Acquire and use grade-appropriate academic vocabulary.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify and read words with soft *c* and *g*.
- Identify and read words with consonant digraphs.
- Identify and read words with prefixes and suffixes.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Read and identify compound words.
- Perform a reader's theater script using expressive reading skills and enhancing fluency

Reading

- Ask and answer questions about a text.
- Read grade-level texts with accuracy, automaticity, intonation and appropriate prosody or expression.
- Identify and read high frequency words.
- Explain how diagrams and labels contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, such as *Cinderella and Friends*, *The Girl and the Spider*, and *Wolf, Wolf!*. @ () *
- Identify plot structure and describe main story elements in a literary text.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Retell a text to enhance comprehension.
- Explain an author's purpose in an informational text.
- Compare and contrast two or more versions of the same story by different authors or from different cultures, including

African folktales such as *Why Spider Has Eight Thin Legs*, *Why There are Stars*, *Why Turtles Live in Water*. *

- Compare and contrast how authors present information on the same topic or theme.
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Identify and explain a theme of a literary text.
- Identify and explain lines and line breaks in poems.

Writing

- Good writers gather information on a topic from a variety of sources.
- Demonstrate legible printing skills.
- Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
- Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults and peers.
- Write in response to text.
- Write opinions about a topic with reasons supported by details from a source, use transitions, and provide a conclusion.
- Write a narrative using a sequence of events, transitions, and an ending.

Essential Questions:

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.1.B, L.WF.2.2.A, L.WF.2.2.B, L.WF.2.2.C, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G
L.KL.2.1.A, L.KL.2.1.B, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C
Reading Learning Targets: RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RL.CT.2.8
Writing Learning Targets: W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.WR.2.5, W.SE.2.6, W.RW.2.7
Speaking/Listening: SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6
Interdisciplinary Connections: 1-LS3-1, K-2-ETS1-1, 2.DL.A.2, 1.4.2.Cr2b1.4.2.Cr1a, 1.4.2.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.1.2.CR.2, 9.1.4.A.1
Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Word Work</u> Phonemic Awareness: addition; substitution; blending; segmentation; deletion; identify and produce rhyme Phonics/Spelling: short o; long o: o_e; short u; long u: u_e; soft c and g; consonant	<i>Wonders</i> Teacher's Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard Sonday Essentials	Blackline masters Activity cards Vocabulary/Spelling Cards Leveled Readers Differentiated Genre Passages	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games IXL

digraphs; three-letter blends (scr, spr, str, the, spl, shr) Structural Analysis: inflectional endings -ed, -ing; CVCe syllables; prefixes re-, un-, dis-; suffixes -ful, -less; compound words High Frequency Words Vocabulary: academic vocabulary; homographs; using a glossary; antonyms; base words; suffixes -ly, -y <u>Reading</u> Genre: expository text; fable; poetry Minilessons: reread; text features - diagrams and labels; central idea and relevant details; make, confirm, revise predictions; main story elements - character; plot - sequence of events; author's purpose; rhyme schemes; theme; poetry - lines and line			Epic! Books Teach Your Monster to Read
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breaks Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: research report; rhyming poem Minilessons: expert model - research report; plan - generate questions for formal inquiry; draft - order details; revise - vary sentences; peer conferences; edit and proofread; publish, present, and evaluate; expert model - rhyming poem; plan - precise language; draft - specific details Grammar: nouns; commas in a series and with direct address; singular and plural nouns; abbreviations; kinds of nouns - common, proper, collective; capital letters; irregular plural nouns; quotation marks with dialogue; possessive nouns;			
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apostrophes			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Journals • Exit Tickets • Student Practice Pages • Writing Drafts • Progress Monitoring • Student Self Assessment	Summative Assessments • Topic tests • MAP testing • Fountas and Pinnell Testing • School-wide Writing Assessment - Pre/Post • Final Drafts • Benchmark Assessment
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive

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• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
English Language Arts
Grade 2

Unit:	3	Unit Title:	Live and Learn	Pacing:	30 Days
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Unit Summary: Throughout this unit, students read various texts about how people in a community work together. Students will explore different types of extreme weather, fostering an understanding of climate patterns and their impact on the environment. They analyze text features, such as diagrams, photos and captions, and phonics is reinforced through the district-approved Soudy Essentials Program. As writers, students construct personal narrative pieces, recalling and brainstorming moments in their lives to draft narrative stories describing the events. Students continue to incorporate grammar skills into their writing by focusing on verbs (action, present, past, and future verbs) as well as sentence punctuation. At the end of the unit, students will be able to use text to answer the essential questions: How can people help out their community? What can we see in the sky? How do you express yourself? ^ () #

Objectives:

Language

- Manipulate phonemes by categorizing, blending, substituting, and isolating them.
- Identify and read words with long vowels.
- Identify and read words with contractions.
- Identify and read words with open syllables.
- Recognize and read high frequency words.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. *
- ()
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Understand and use action verbs.

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- Understand and use past-, present, and future- tense verbs.
- Spell words with long a and long i.
- Understand and use subject-verb agreement.
- Acquire and use grade-appropriate academic vocabulary.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Understand and read comparative endings -er and -est.
- Understand and use the verb *have*.

Reading

- Ask and answer questions about a text.
- Read with accuracy, automaticity, intonation and appropriate prosody or expression.
- Explain how photos and captions contribute to the meaning of texts.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Explain the need for diversity in communities and describe inclusion and acceptance after reading *Color Your Community* and *Biblioburro: A True Story from Colombia*. ^ ()
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Retell a text to enhance comprehension.
- Explain impacts of changes to weather and climate to Earth and people's daily lives. #
- Explain how headings and subheading contribute to the meaning of texts.
- Compare and contrast how authors present information on the same topic or theme.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Explain how diagrams contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.

- Identify and explain idioms in text(s).

Writing

- Demonstrate legible printing skills.
- Write a narrative using a sequence of events, transitions, and an ending.
- Write in response to text.
- Spell words with long o and long e.
- Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
- Apply punctuation to sentences.

Essential Questions:

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.2.3.A, L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.1.B, L.WF.2.2.A, L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.B, L.WF.2.3.D, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

Reading Learning Targets: RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RIAA.2.7, RI.CT.2.8

Writing Learning Targets: W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.NW.2.3.A, W.NW.2.3.B, W.NW.2.3.C, W.NW.2.3.D, W.NW.2.3.E, W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.SE.2.6, W.RW.2.7
Speaking/Listening: SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6
Interdisciplinary Connections: 1-LS3-1, 2.DL.A.1, 2.DL.A.2, 6.1.2.CivicsPI.1, 6.1.2.CivicsCM.2
Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.1.2.CR.2, 9.4.2.GCA.1
Computer Science and Design Thinking: 8.1.2.AP.4
Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Word Work</u> Phonological Awareness: identify and produce rhyme; identify syllables; identify and generate alliteration Phonemic Awareness: categorization, blending, deletion, substitution, and addition of phonemes Phonics: long a - <i>a, ai, ay, ea,</i>	<i>Wonders</i> Teacher's Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard Sonday Essentials	Blackline masters Activity cards Vocabulary/Spelling Cards Leveled Readers Differentiated Genre Passages	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games IXL Epic! Books Teach Your Monster to Read

<i>ei, eigh, ey</i>; long i - <i>i, y, igh, ie</i>; long o - <i>o, oa, ow, oe</i>; long e - <i>e, ee, ea, ie, y, ey, e_e</i>; long u - <i>u_e, ue, u, ew</i> Structural Analysis: contractions with <i>'s, 're, 'll,</i> <i>'ve</i>; open syllables; contractions with <i>not</i>; plurals with <i>-s, es</i> (change y to i); comparative endings <i>-er, -est</i> High Frequency Words Vocabulary: academic vocabulary; synonyms; homophones; compound words; multiple meaning words; prefixes <u>Reading</u> Genre: narrative nonfiction; fiction; expository text Minilessons: ask and answer questions; text features - photos and captions; author's purpose; reread; character			
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perspective; plot - sequence of events; text features - headings/subheadings; figurative language - idioms; central idea and relevant details; text features - diagrams Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: personal narrative; expository essay Minilessons: expert model - personal narrative; plan - sequence; draft - focus on an event; revise - conclusion; peer conferences; edit and proofread; publish, present, and evaluate; expert model - expository essay; plan - choose and evaluate sources; draft - paragraphs Grammar: action verbs; book titles; present-tense verbs; commas in a series; past and future tense verbs; letter			
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punctuation; subject-verb agreement; abbreviations; the verb have; sentence punctuation			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Journals • Exit Tickets • Student Practice Pages • Writing Drafts • Progress Monitoring • Student Self Assessment	Summative Assessments • Topic tests • MAP testing • Fountas and Pinnell Testing • School-wide Writing Assessment- Pre/Post • Final Drafts • Benchmark Assessment
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504	• Basic Skills Instruction • Speech/Language Therapy	• Basic Skills Instruction • Provide after-school tutoring	• Promote self-initiated and self-directed learning for

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plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
English Language Arts
Grade 2

Unit:	4	Unit Title:	Our Life / Our World	Pacing:	30 Days
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Unit Summary: Throughout this unit students read various texts and build knowledge about how people and cultures around the world are alike and different. They expand vocabulary to read, write, and talk about the similarities and differences. In both realistic fiction and informational texts, learners continue to practice comprehension strategies of visualizing, comparing and contrasting, and understanding text features such as headings and bold print. They also reinforce the comprehension skill of author's purpose. Applying the writing process, they expand on their knowledge of characters, setting, problem and solution and continue to incorporate grammar skills into their writing by focusing on adjectives, adverbs, pronouns, punctuation and capitalization. By studying relationships to each other and to the world, students will explore traditions enjoyed by people of various cultures around the world. By the end of the unit, students will have completed performance tasks, participated in collaborative discussions, and collaborated to complete a variety of writing pieces that focus on the theme of Our Life/Our World. ^ @ * ()

Objectives:

Language

- Identify, categorize, blend, substitute, and add phonemes.
- Understand and use compound sentences.
- Read grade-level texts with accuracy, automaticity, intonation and appropriate prosody or expression.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Understand and use linking verbs.
- Identify and produce rhyme.
- Understand and use progressive tense.

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- Identify syllables.
- Understand and use helping verbs.
- Acquire and use grade-appropriate academic vocabulary.
- Understand and use irregular verbs.
- Understand and use contractions with *not*.
- Demonstrate understanding of word relationships and nuances in word meanings.

Reading

- Identify and read high-frequency words.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Retell a text to enhance comprehension.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Explain the need for diversity in schools and describe inclusion and acceptance after reading *Dear Juno*, *Akita and Carlo*, *Food Around the World*, and *Games Around the World*. @ () ^
- Explain how maps contribute to the meaning of texts.
- Explain how headings and bold print contribute to the meaning of texts.
- Explain an author's purpose in an informational text.
- Compare and contrast how authors present information on the same topic or theme.
- Use context to confirm or self-correct word recognition and understanding, reading as necessary.
- Identify plot structure and describe main story elements in a literary text.
- Understand and identify free verse in poems.

Writing

- Write in response to text.
- Demonstrate legible printing skills.

- Write a narrative using a sequence of events, transitions, and an ending.
- Spell words with silent letters.
- Spell words with *r*-controlled vowels.
- With some guidance and support from adults, use technology to produce and publish writing.

Essential Questions:

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.B, L.WF.2.3.E, L.WF.2.3.F

L.KL.2.1.A, L.KL.2.1.B, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

Reading Learning Targets: RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8

Writing Learning Targets: W.IW.2.2.B, W.NW.2.3.D, W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.RW.2.7

Speaking/Listening: SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

Interdisciplinary Connections: 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1, 9.4.2.CI.1

Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.2.TL.2, 9.4.2.TL.6

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Word Work</u> Phonological/Phonemic Awareness: Identify, Categorize, and Blend Phonemes; Substitute, Blend, and Add Phonemes; Identify and Produce Rhyme; Identify Syllables Phonics/Spelling: Silent Letters <i>wr, kn, gn, mb, sc</i>; <i>r</i>-controlled vowels /or/: <i>or, ore, oar</i>, and /ar/: <i>ar</i>; <i>r</i>-controlled vowel /ar/: <i>are, air, ear, eres</i> Structural Analysis: Inflectional Endings <i>-s, -es, -ed, -ing</i>; Irregular Plurals; <i>r</i>-Controlled Vowel Syllables	<i>Wonders</i> Teacher's Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard Sonday Essentials	Blackline masters Activity cards Vocabulary/Spelling Cards Leveled Readers Differentiated Genre Passages	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games IXL Epic! Books Teach Your Monster to Read

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High Frequency Words Vocabulary: academic vocabulary; similes; suffixes <i>-er, -est</i>; sentence (context) clues; homographs; antonyms <u>Reading</u> Genre: realistic fiction; expository text; poetry Minilessons: Visualize; Main Story Elements: Setting; Plot: Compare and Contrast; Text Features: Maps; Reread; Text Features: Headings and Bold Print; Author's Purpose; Text Features: Titles and Headings; Figurative Language: Similes; Poetry: Free Verse; Theme; Rhyme Schemes Listening Comprehension Shared Reading			
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Respond to Reading <u>Writing</u> Genre: Realistic Fiction; Poetry Minilessons: Expert Model: Realistic Fiction; Plan: Details; Draft: Compare and Contrast; Revise: Point of View; Peer Conference; Edit and Proofread; Publish, Present, and Evaluate; Free Verse Poem; Plan: Sensory Words; Draft: Visual Patterns Grammar: Linking Verbs; Letter Punctuation; Helping Verbs; Book Titles; Irregular Verbs; Capitalization of Proper Nouns; Progressive Tense; Apostrophes; Forming Compound Sentences; Avoiding Run-Ons; Use Comma with Coordinating Conjunction when Joining Two Sentences			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Journals • Exit Tickets • Student Practice Pages • Writing Drafts • Progress Monitoring • Student Self Assessment	Summative Assessments • Topic tests • MAP testing • Fountas and Pinnell Testing • School-wide Writing Assessment- Pre/Post • Final Drafts • Benchmark Assessment
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

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reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
English Language Arts
Grade 2

Unit:	5	Unit Title:	Let's Make a Difference	Pacing:	30 Days
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Unit Summary: As citizens of a community, we can make a difference through our actions and choices. Throughout this unit, students read biography, realistic fiction, and persuasive texts to explore what types of heroes there are in our world, including *Brave Bessie* and *The Story of Ruby Bridges*. They also have the opportunity to respond to reading while analyzing a character's perspective and an author's purpose. Students use the writing process to write opinion essays that express their opinions and provide reasons to support them. Students continue to incorporate grammar skills into their writing by including pronouns (possessive, reflexive, subjective and objective) as well as contractions. At the end of the unit, students will be able to answer how people in our world can make a difference in the lives of others. *

Objectives:

Language

- Reverse, substitute, blend, segment, and delete phonemes.
- Identify and spell words with diphthongs.
- Identify and read irregular plurals.
- Read grade-level texts with accuracy, automaticity, intonation, and appropriate prosody or expression.
- Identify and read high frequency words.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Acquire and use grade-appropriate academic vocabulary.
- 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.

- Identify syllables.
- Identify and read words with variant vowels.
- Identify and read words with contractions with *not*.
- Identify and read words with short vowel digraphs.
- Organize words in alphabetical order.

Reading

- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Retell a text to enhance comprehension.
- Explain how bold print and timelines contribute to the meaning of texts.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently, including those from the AAPI and Black communities. *
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Explain how graphic features and callouts contribute to the meaning of texts.
- Compare and contrast how authors present information on the same topic or theme.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Explain how charts contribute to the meaning of texts.
- Describe how reasons support specific points the author makes in a text.
- 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.

Writing

- Write in response to text.

- Demonstrate legible printing skills.
- Write opinions about a topic with reasons supported by details from a source, use transitions, and provide a conclusion.
- Identify and use singular and plural pronouns.
- Identify and use subjective, objective, and possessive pronouns.
- Spell words with diphthongs.
- Improve writing by planning, revising, and editing.
- Understand and use pronoun-verb agreement.
- Understand and use possessive pronouns and reflexive pronouns.
- Identify and use contractions with pronouns.

Essential Questions:

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.2.3.A, L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.2.A, L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.B, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.KL.2.1.B

L.VL.2.2.A L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B

Reading Learning Targets: RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RIAA.2.7, RI.CT.2.8 Writing Learning Targets: W.AW.2.1.A, W.AW.2.1.B, W.AW.2.1.C, W.IW.2.2.B, W.WP.2.4.A, W.WR.2.5, W.SE.2.6, W.RW.2.7, Speaking/Listening: SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6
Interdisciplinary Connections: K-2-ETS1-1, 6.1.2.CivicsPD.1, 2.1.2.SSH.9
Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.1.2.CR.2, 9.4.2.GCA.1
Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.2.IML.3

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Word Work</u> Phonological Awareness: identify syllables Phonemic Awareness: reversal, substitution, blending, segmentation, deletion, categorization Phonics/Spelling: diphthongs <i>ou, ow</i> ; diphthongs <i>oy, oi</i> ; Variant vowels; short vowel digraphs Structural Analysis: plurals (irregular); consonant + le	<i>Wonders</i> Teacher's Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard Sonday Essentials	Blackline masters Activity cards Vocabulary/Spelling Cards Leveled Readers Differentiated Genre Passages	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games IXL Epic! Books Teach Your Monster to Read

syllables; contractions with <i>not</i>; vowel team syllables; alphabetical order High Frequency Words Vocabulary: academic vocabulary; synonyms; using a print or online dictionary; suffixes <i>-ful</i>, <i>-less</i>; idioms; multiple-meaning words <u>Reading</u> Genre: Biography; Realistic Fiction; Opinion Text Minilessons: summarize; text features: bold print and timeline; author's purpose; character perspective; make and confirm predictions; plot: beginning, middle, end; text features: graphic features/callouts; text features: charts; author's opinion Listening Comprehension			
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Shared Reading Respond to Reading <u>Writing</u> Genre: Opinion Minilessons: write to sources; opinion essay; analyze the rubric; opinion statement; analyze the student model; analyze the prompt; organize ideas; draft: relevant evidence; revise: peer conferences; transitional words Grammar: pronouns (singular, plural); capitalizing the pronoun <i>I</i>; subjective, objective, possessive pronouns; commas in dates; pronoun-verb agreement; capitalization of proper nouns; possessive pronouns and reflexive pronouns; letter punctuation; contractions; contractions with pronouns/possessive pronouns			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Journals • Exit Tickets • Student Practice Pages • Writing Drafts • Progress Monitoring • Student Self Assessment	Summative Assessments • Topic tests • MAP testing • Fountas and Pinnell Testing • School-wide Writing Assessment- Pre/Post • Final Drafts • Benchmark Assessment
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

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reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
English Language Arts
Grade 2

Unit:	6	Unit Title:	How on Earth?	Pacing:	30 Days
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Unit Summary: In this unit, students read expository texts, poetry, and drama/myth to build knowledge about how people use money. They use facts learned through text to read, write, and talk about how money is made and the importance of money in our society. In informational and literary texts, students summarize what they read, find the central idea, and locate relevant details. Students also examine characters' perspectives by analyzing their words and actions in a drama. In writing, students draft expository essays that incorporate a strong understanding of adjectives, adverbs, prepositions and prepositional phrases.

Objectives:

Language

- Manipulate phonemes by adding, blending, deleting, segmenting, and substituting them.
- Identify and spell words with closed and open syllables.
- Recognize, read, and spell words with CVCe syllables.
- Identify and read compound words.
- Identify and read words with prefixes and suffixes.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Understand and use adjectives, including articles.
- Understand and use articles and *this*, *that*, *these*, and *those*.
- Acquire and use grade-appropriate academic vocabulary.

Reading

- Read grade-level texts with accuracy, automaticity, intonation, and appropriate prosody or expression.

- Read high frequency words.
- Describe main story elements in a literary text.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Explain how bar graphs contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Demonstrate legible printing skills.
- Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
- Focus on a topic and strengthen writing as needed by revising and editing.
- Use technology to produce and publish writing.

Essential Questions:

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.2.3.A, L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.B, L.WF.2.3.C, L.WF.2.3.D, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.KL.2.1.B

L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E

L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

Reading Learning Targets: RL.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RL.CT.2.8, RI.CT.2.8

Writing Learning Targets: W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.WP.2.4.A, W.RW.2.7

Speaking/Listening: SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

Interdisciplinary Connections: 2.DL.A.2, K-2-ETS1-1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.FI.1, 9.1.2.FP.1, 9.1.2.FP.2, 9.1.2.FP.3, 9.1.2.PB.1, 9.1.2.PB.2

Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.2.TL.2, 9.4.2.TL.6

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Word Work</u> Phonemic Awareness: identify and produce rhyme, phoneme addition, phoneme blending, phoneme deletion, phoneme segmentation, phoneme substitution, identify syllables,	<i>Wonders</i> Teacher's Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard Sonday Essentials	Blackline masters Activity cards Vocabulary/Spelling Cards Leveled Readers Differentiated Genre Passages	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and

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phoneme reversal Phonics: open and closed syllables, CVCe syllables, final stable syllables, vowel team syllables, <i>r</i>-controlled vowel syllables Structural Analysis: Compound words, prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i>, and suffixes <i>-ful</i>, <i>-less</i>, contractions, possessives, comparative endings <i>-er</i>, <i>-est</i>, three or more syllable words High Frequency Words Vocabulary: words in context, paragraph clues, idioms, metaphors Handwriting <u>Reading</u> Genre: Expository Text Minilessons: Summarize, bar graph text feature, central idea and relevant details, main story elements: character and events, setting, strategy: reread, make connections, compare two texts, character perspective,			Games IXL Epic! Books Teach Your Monster to Read
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craft and structure Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Expository Text Minilessons: Analyze the rubric, controlling idea, analyze the prompt, analyze the sources, drafting, revise: peer conference, writing a conclusion Grammar: Adjectives, articles and <i>this, that, these, and those</i>, abbreviations, commas in dates, adjectives that compare, apostrophes, adverbs, names and titles, prepositions and prepositional phrases, Spelling: Open and closed syllables, CVCe syllables, Words with Consonant + <i>le</i> syllables, words with vowel team syllables, words with <i>r</i>-controlled vowel syllables			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Journals • Exit Tickets • Student Practice Pages • Writing Drafts • Progress Monitoring • Student Self Assessment	Summative Assessments • Topic tests • MAP testing • Fountas and Pinnell Testing • School-wide Writing Assessment- Pre/Post • Final Drafts • Benchmark Assessment
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.

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for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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