GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: **Language Arts**

Course/Grade Level: **Second Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

2nd Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

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Key Performance and Benchmark Tasks/Assessments
Resources for help in creating assessments
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers
Summative Assessments: Examples may include: ● Published Writing ● Running Records ● Journal Response
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info:* *http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

2nd Grade ELA

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

2nd Grade ELA

Unit 1

Literature/Writing Narrative	**Pacing:**

Unit Summary:

Reading:

In this unit we will build a reading community. Students will learn to choose just right books and to talk about books with each other. Through narrative read alouds, students learn about story elements, authors purpose and and the overall structure of a story.

Writing: Students learn to write personal narratives by going through the writing process.

Essential Questions:

Reading:

- How do readers push themselves to read more?
- What do readers think about before during and after reading?
- How do readers become independent problem solvers.
- How do readers share books?
- How do readers respond when they come across a tricky word?
- Why is it important to use multiple strategies at once?
- How can I get ready to share books I am reading with my partners?

Writing

- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?

Enduring Understandings:

Reading:

- There are many ways that readers push themselves to read with enthusiasm and stamina.
- Readers envision as they read.
- Readers talk about and share ideas about books with partners.
- Readers are always thinking before, during and after the book.
- Readers use all they know about letters, sounds, patterns, and high frequency words to help us read.
- Readers make sure they check and fix their words when they notice something is not quite right.
- One of the most important ways to understand what we read is to successfully retell books to our partners.
- Readers pay attention to what characters do, say, think, and feel
- Readers pay attention to how a character's feelings change throughout a story.

Writing:

- There is a process writers engage in to create writings
- Writers write long and strong, with great volume and stamina
- A small moment is a story about a single event in one's life, written with detail and elaboration

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	• Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience

New Jersey Student Learning Standards	Student Learning Objectives	Practices
Reading Standards: RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**Reading:** • Establish routines and expectations of reader's workshop • Identify strategies for staying focused and building stamina • Identify ways to read and talk about books with partners • Retelling and monitoring for sense • Readers utilize sight words to read with fluency and to solve longer, more complex words • Readers use their knowledge of letters and sounds to read words • Strategies readers do to get to know characters • Think more closely about characters' traits and feelings and how they change • Think about themes and lessons learned • Describe setting and story elements (i.e., life lessons, problem, solution) **Writing**: • Engage in the process of writing workshop to create, refine, and share our ideas • Creating a small moment (narrative) story • Write so that others can read and understand our ideas	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **<u>Writing Standards:</u>** W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.		

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Speaking and Listening: SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		

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SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Phonics and Word Recognition** L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular. **Fluency** L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.		

A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **<u>Language/Phonics</u>** L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include ii.Complex consonant blends (scr, str, squ). iii.Less common vowel teams for long vowels (ow, oo, au, ou, ue). B.Regular two- and three-syllable words that: ii.Are compounds comprising familiar parts (houseboat; yellowtail). D.Most often used words in English: i.Irregular words (against, many, enough, does). ii.Pattern-based words (which, kind, have).		

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Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 1: Core Unit Content

Vocabulary	*Key Concepts*
❑ Adjectives ❑ Nouns ❑ Verbs ❑ (+irregular) ❑ Pronouns ❑ Adverbs ❑ Author's purpose ❑ Dialogue ❑ Paragraph ❑ Subject ❑ Predicate ❑ Tense ❑ Simple/compound sentences ❑ Setting	Narrative writing • character • struggle • setting • problem • solution • Retell a scene from a different point of view (graphic novel, prose, or comic option) • Adding sensory imagery • Descriptions of "struggles"

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❑	

Unit 1: Instructional Materials & Resources	
Core Instructional Materials Fountas and Pinnell Literacy Program Orton Gillingham Phonics program	**Supplemental Instructional Materials** Leveled Library Raz Kids Get Epic Pebble Go

Unit 1: Assessments

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

Alternative Assessments:

Unit 1: Accommodations & Modifications

2nd Grade ELA

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

2nd Grade ELA

Unit 2

Informational	Pacing:

Unit Summary: Students learn how to read nonfiction books by navigating nonfiction text features. Students learn how to summarize nonfiction texts through finding the main idea and key details.

Students learn basic researching skills to compose informational writing pieces. They will write well structured paragraphs with an opening sentence, details, and a closing sentence.

Essential Questions:

Reading:

- Why do people read non-fiction texts?
- How do nonfiction readers read to become smarter about our world?
- How do nonfiction readers tackle tricky words in their books?
- How do nonfiction readers read more than one book about a topic to compare and contrast?

Writing:

- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?
- How do writers write to teach what they know?
- How do nonfiction writers make their stories easy to understand?

Enduring Understandings:

Reading:

- There are many ways readers read nonfiction to become smarter about our world.
- Nonfiction readers think about what they read.
- Readers do not just use text to accumulate information, but they use pictures, ask questions, talk to their partners and use journals.
- There are ways readers read books across a topic to understand their subject or compare and contrast.

Writing:

- Writers revise and edit their writing to improve readability
- Writing is a process, and every step in the process is important
- Writers write long and strong, with great detail
- How-to writing contains content-specific expert language as well as descriptive language
- Writers write to teach what they know well.
- Writers revise to make writing better
- Writers elaborate to make writing stronger.

New Jersey Student Learning Standards	Student Learning Objectives	Practices

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Reading Standards RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RI.CT.2.8. Compare and contrast two informational versions	**Reading:** ● Getting your mind ready to read nonfiction texts ● Strategies for reading to learn ● Read books across a topic ● Strategies for accumulating information ● Strategies for solving tricky word and vocabulary development ● Strategies for dealing with nonfiction difficulty **Writing:** ● Engage in the writing process to create, refine, and share our ideas ● Construct procedural writings that are explicit, clear, and sequential ● Revise writing to improve clarity for the audience ● Nonfiction writers read several books about one topic so that they can become experts on that topic. ● Nonfiction writers use text features to help make complex ideas easier for their readers to understand. ● Nonfiction writers organize information into categories. ● Nonfiction writers introduce information, and provide a sense of closure. ● Nonfiction writers ask and answer questions. ● Writers self-assess and set goals for their writing	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

of the same idea or topic by different authors or authors from different cultures. **<u>Writing Standards</u>** W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors. **<u>Speaking and Listening</u>** SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers		

and adults in small and larger groups. opportunity to integrate climate change education. **A.** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to		

task and situation in order to provide requested detail or clarification. **Phonics and Word Recognition** L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular. **Fluency** L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression.		

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C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*
❑ Context clues ❑ Bold print ❑ Captions ❑ Sub headings ❑ Glossary ❑ Index ❑ Photograph ❑ Diagram	Informational writing - ● introducing several sub-genres ❑ Incorporating story into informational tasks ❑ Continue to introduce cursive letters practice

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❏ Author's purpose ❏ Dialogue ❏ Paragraph	

Unit 2: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
Fountas and Pinnell Continuum of Behaviors and Understandings Orton Gillingham	Scholastic News GetEpic PebbleGo

Unit 2: Assessments

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

Alternative Assessments:

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Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

2nd Grade ELA

Unit 3

Literature/Informational Writing- Opinion	Pacing:

Unit Summary:

Reading:

-Students will read Fiction stories and apply story elements at a higher level. For example, how characters change through their struggles in a story.

-Students will read and comprehend poetry and identify figurative language within poems. For example, alliteration, simile, and metaphors.

-Students will use multiple resources to learn about a topic.

Writing:

-Students will write opinion pieces.

-They will support opinions with organized reasons and examples.

-Students will also learn and write different types of poetry.

Essential Questions:

- How do we learn about ourselves and the world around us through multicultural text?
- How do we form and defend an opinion?

Enduring Understandings:

Reading:

- There are issues in our lives that we have opinions about.
- There are many ways to persuade our audience.
- There are many ways that readers push themselves to read for volume and stamina.
- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading, and work through difficulty with independence.
- Readers reread to help their reading sound better and to monitor for understanding.
- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading,

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	and work through difficulty with independence. ● Readers reread to help their reading sound better and to monitor for understanding. ● Readers automatically use a repertoire of strategies as they read. ● Reading books helps us learn about our lives and our world. ● Readers share their opinions about books with others. **Writing:** ● There are issues in our lives that we have opinions about ● There are many ways to persuade our audience ● Drafting with detail and stamina helps improve our narrative writing ● Fiction stories are well-elaborated, with an abundance of details ● Fiction authors revise extensively, reviewing their writing numerous times to make improvements ● Writers draw on personal experiences to write fiction stories. ● Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas

New Jersey Student Learning Standards	Student Learning Objectives	Practices
Reading Standards RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text,	**Reading:** ● Utilize comprehension strategies they need in order to read texts at their just right level ● Apply reading strategies with accuracy and fluency. ● Utilize print strategies to read texts at just right levels. ● Describe the overall structure of a story including describing how the beginning introduces the story	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating,

focusing on specific paragraphs). RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.clarify a text. RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text. **Writing Standards** W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information. A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work.	and the ending concludes the action ● Retell stories, including key details. ● How characters change through their struggles ● Demonstrate understanding of a central message or moral in a text. ● Understand that words and phrases supply rhythm and meaning in poems ● Read and comprehend poetry ● Demonstrate understanding of figurative language, word relationships, and nuances in word meaning **Writing**: ● Learn how to write about and state personal opinions and ideas ● Learn how to support personal judgments with organized reasons and supporting details ● Learn how to write about and state personal opinions and ideas ● Learn how to support personal judgments with organized reasons and supporting details ● Fiction stories are well-elaborated, with an abundance of details ● Fiction authors revise extensively, reviewing their writing numerous times to make improvements ● Learn how to incorporate feeling and emotion into narrative writing by producing different types of poetry	defending, challenging, and qualifying the arguments of others.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. **<u>Speaking and Listening</u>** SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Phonics and Word Recognition** L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.		

F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular. **Fluency** L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. **Spelling** L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. iv.Vowel-r combinations (turn, star, third, four/for).		

v.Contractions (we'll; I'm; they've; don't). vi.Homophones (bear, bare; past, passed). vii.Plurals and possessives (its, it's). B.Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii.Are compounds comprising familiar parts (houseboat; yellowtail). iii.Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C.Words with suffixes that require: i.consonant doubling (penning, slimmed). ii.dropping silent-e (smiled, paving). D.Most often used words in English:		

i.Irregular words (against, many, enough, does). ii.Pattern-based words (which, kind, have). <u>Sentence Composition (Grammar, Syntax, and Punctuation)</u> L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

2nd Grade ELA

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 3: Core Unit Content

Vocabulary	*Key Concepts*
❏ Paragraph ❏ Subject ❏ Verb ❏ Plural/singular ❏ Prefix ❏ Suffix ❏ Root word ❏ Antonym ❏ Synonym	❏ Opinion Writing ❏ Incorporating "story" into writing ❏ Cursive writing practice in stations

Unit 3: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
Fountas and Pinnell Continuum of Behaviors and Understandings Orton Gillingham	Scholastic News GetEpic PebbleGo

Unit 3: Assessments

2nd Grade ELA

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

Alternative Assessments:

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu