

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: ELA Department

Recommended Pacing Guide	
<p style="text-align: center;"><u>Unit 1</u></p> <ul style="list-style-type: none"> ● Bend 1: Reading Launch ● Bend 2: Exploring Story Structure and Point of View ● Bend 3: Insects 	55 Days
<p style="text-align: center;"><u>Unit 2</u></p> <ul style="list-style-type: none"> ● Bend 1: Ancient Greek Civilization ● Bend 2: Building the Bridge to Complex Text 	45 Days
<p style="text-align: center;"><u>Unit 3</u></p> <ul style="list-style-type: none"> ● Bend 1: Diving Deeper into Nonfiction ● Bend 2: Inferring Theme ● Bend 3: Westward Expansion 	52 Days
<p style="text-align: center;"><u>Unit 4</u></p> <ul style="list-style-type: none"> ● Bend 1: Fairy Tales ● Bend 2: Teacher’s Choice 	30 Days

Alignment with State Mandates
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

Unit 1: <ul style="list-style-type: none">● Bend 1: Reading Launch● Bend 2: Exploring Story Structure and Point of View● Bend 3: Insects	Duration: 55 days
--	-------------------

Suggested Accommodations

- English Language Learners:**
- Provide extra time
 - Pre-Teach vocabulary using visuals and gestures
 - Chunk texts
 - Summarize as you go
 - Preview lessons
 - Graphic organizers
 - Highlight key words
 - Sentence starters
 - Prompting and cueing
 - Activate schema
 - Build background knowledge
 - Work toward longer passages as skills in English increase
 - Use visuals
 - Teacher models reading aloud daily
 - Provide peer tutoring
 - Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Special Education/Students with Disabilities:**
- Allow extra time to complete assignments or tests
 - Work in a small group
 - Allow answers to be given orally or dictated
 - Use large print books, Braille, or books on CD (digital text)
 - Follow all IEP modifications
- 504 Plans:**
- Allow extra time to complete assignments or tests
 - Work in a small group
 - Allow answers to be given orally or dictated
 - Use large print books, Braille, or books on CD (digital text)
 - Follow all 504 modifications
- Gifted and Talented:**
- [2nd Grade G&T Unit 1](#): October 13, 2025 - November 10, 2025
 - Higher level questioning
 - Students design questions

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
 - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

Foundational Skills Standards:

- **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.
- **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.

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.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).
- **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.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.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **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

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- concepts, or steps in a sequence within a text.
- **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.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Speaking and Listening Standards

- **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. (Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.)
 - 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.
- **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.

Vocabulary & Language:

- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- **L.VL.2.2.** 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- bookmark).
- **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.
 - **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.

Foundational Writing Standards

- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information and convey ideas and information. (Students may compose informative/explanatory texts about how the diversity of living things is affected by climate change.
 - 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.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - B. Capitalize holidays, product names and geographic names.
 - C. Supply adjectives in noun phrases to make them more precise or engaging.
 - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
 - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
 - F. Use an apostrophe to form contractions and frequently occurring possessives.
 - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Interdisciplinary Connections

Math

2.MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Social Studies

Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Civics, Government, and Human Rights: Democratic Principles

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government, and Human Rights: Processes and Rules

- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

Science

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.2 Career Awareness, Exploration, Preparation, and Training**
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4 Life Literacies & Key Skills**
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● UFLI Progress Monitoring ● Demonstration of Learning ● DIBELS-8 Progress Monitoring ● Participation/Observation ● Questioning ● Discussion Circles ● Turn and Talks ● Anecdotal Records ● Reading Checklists <ul style="list-style-type: none"> ○ Unit 1 Bend 1 Checklist ○ Unit 1 Bend 2 Checklist 	<p>Alternative Assessments:</p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> ● Oral Reading Fluency Application ● Fluency Assessment ● Reader’s Response Sentence Starters ● Drawing a Picture to Show Comprehension with Verbal Explanation

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Visual Representations ● Individual Whiteboards ● Phonics Inventory ● Partner Reading ● Cumulative Activities / End of Unit Projects 	<ul style="list-style-type: none"> ● Teacher Created/Modified Vocabulary Assessments
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit 1 Bend 2 Assessment ● Unit 1 Bend 3 Assessment ● Daily UFLI Progress Monitoring Lesson Assessments ● DIBELS 8 Progress Monitoring ● Decoding Mastery Checkpoints ● Informational SPO and Complete Paragraph (Rubric) 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● DIBELS 8 ● Lexia Core 5 Initial Placement

Knowledge & Skills

<p>Enduring Understandings:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● Knowledge of letters and sounds allows readers and writers to decode, read, and spell words effectively. ● Understanding syllable types helps readers and writers accurately read and spell words. ● Using tools like the UFLI Sound Wall supports the learning of phonemes and strengthens reading and spelling skills. <p><u>Reading:</u></p> <ul style="list-style-type: none"> ● Effective reading habits—including stamina, fluency, focus, and attention to print—enable readers to construct meaning from text. ● Comprehension is an active process in which readers think before, during, and after reading. ● Story meaning develops through key events, which shape characters, move the plot, and reveal central messages or themes. <p>Visual elements enhance meaning by</p>	<p>Essential Questions:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● How do we use our knowledge of letters and sounds to read and spell words? ● How do we use our knowledge of the syllable types to read and spell words? ● How to appropriately use the UFLI Sound Wall when learning about phonemes <p><u>Reading</u></p> <ul style="list-style-type: none"> ● How do readers build habits to read with stamina, fluency, meaning, and attention to print? ● How do readers think before, in the midst of, and after reading? ● How can we interpret the importance of specific events in a story and their impact on the characters and themes? ● In what ways do illustrations enhance our understanding of the text, characters, and plot?
---	---

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- supporting understanding of characters, setting, and events.
- Point of view influences meaning, shaping how events are told and how readers interpret a story.
 - New understanding is built on prior knowledge, as readers connect what they know to new ideas and information.
 - Genres have predictable structures and features that guide how readers approach and understand different types of texts.
 - Understanding deepens through connections, both within a text and across multiple texts.
 - Meaning is shaped by importance, as readers identify details that support the main idea or central message.
 - Vocabulary growth supports comprehension, and readers learn new words through strategies and repeated exposure.
 - Our actions affect others, and understanding these effects helps us make responsible and ethical choices.
 - Inclusion and respect are essential for building positive relationships, even when people behave differently from us.
 - Stories can teach empathy, helping us understand and appreciate the feelings and perspectives of others.
 - Money has value and purpose, and understanding its forms and values allows us to make informed choices in daily life.
 - Good decision-making can be distinguished from poor choices by evaluating consequences and considering ethical, practical, and social factors.
 - Spiders have unique physical characteristics that support their survival and adaptation in different environments.
 - Some insects are considered pests because of the effects they have on humans, plants, and ecosystems.
 - Insects have specific characteristics that help scientists classify and understand them.
 - Insect communication influences their social behavior, coordination, and survival
- How can we infer a character's point of view, and how does it shape our understanding of the story?
 - How does activating our background knowledge enhance our comprehension of new topics?
 - How do the structures and characteristics of different genres prepare us for reading and understanding fiction and nonfiction?
 - In what ways can we make connections within a single text and across different texts to enhance our understanding?
 - How do readers decide which details are most important to a story/text?
 - How do we expand our vocabulary and learn the meaning of new words?
 - Why is it important to consider how our actions affect others?
 - How can we make sure everyone feels included and respected, even when they act differently?
 - What does the story teach us about empathy and understanding others?
 - How can we identify various forms of money, including coins and dollar bills, and understand their values?
 - What criteria can we use to differentiate between good and poor decision-making in our daily lives?
 - What unique characteristics do spiders have, and how do these features aid in their survival?
 - What are the reasons some insects are considered pests, and what impact do they have on humans and the environment?
 - What specific characteristics define insects and how do these traits help their classification?
 - In what ways do insects communicate with one another, and how does this communication affect their social structures??
 - How can insects be harmful to humans?
 - How can deforestation and climate change affect insect populations and their roles in ecosystems?
 - What are the distinct stages of an insect's life cycle, and how does each stage

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

<p>strategies.</p> <ul style="list-style-type: none"> Some insects can be harmful to humans, and understanding these risks helps us manage interactions safely. Environmental changes such as deforestation and climate change can disrupt insect populations and their roles in ecosystems. Insects develop through distinct life stages, and each stage is critical for their growth, survival, and reproduction. <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> Identifying question words helps readers and writers determine what information is being addressed in a text or response. Understanding sentence types and their punctuation supports clear and effective communication. Expanding simple sentences by incorporating answers to specific questions strengthens meaning and detail in writing. Using a variety of sentence types with correct punctuation enhances writing clarity and expression. Distinguishing relevant details from irrelevant information helps writers and readers focus on important ideas. Generating relevant details based on a topic sentence ensures coherent and focused writing. Effective closing sentences summarize or reflect on the main idea and supporting details, strengthening the paragraph’s overall message. Converting a paragraph outline into a complete paragraph requires organization, clarity, and logical flow to communicate ideas effectively. 	<p>contribute to their development?</p> <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> In what ways can we identify the specific question words that are being answered in a given text or response? How can we distinguish between the four sentence types, and what punctuation is appropriate for each? What strategies can we use to expand a kernel sentence by incorporating answers to specific questions? How can we effectively produce all four types of sentences while ensuring correct punctuation based on the content we read? What strategies can we use to identify relevant details that support a topic sentence and differentiate them from irrelevant information? What criteria should we consider when generating relevant details for a Single Paragraph Outline based on a given topic sentence? How can we formulate an effective closing sentence that summarizes or reflects on the topic sentence and supporting details in an informative paragraph? What steps are involved in converting a Single Paragraph Outline into a cohesive and complete paragraph, and how do we ensure clarity and flow?
<p>Content <i>Students will know...</i></p> <p><u>Foundational Skills:</u></p>	<p>Skills <i>Students will be able to ...</i></p> <p><u>Foundational Skills:</u></p>

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will know short vowel sounds and how to read and spell words containing them.
Students will know the FLSZ spelling rule and how to read, spell, and identify words that follow it.
- Students will know ending spelling patterns -all, -oll, and -ull and how to read and spell words with these endings.
- Students will know common digraphs and how to read and spell words containing them.
- Students will know the Magic e (VCe) spelling pattern and how it affects word pronunciation and spelling.
- Students will know how to read, spell, and identify words with the suffix -es.
- Students will know how to read, spell, and identify words with the suffix -ed.
- Students will know how to read, spell, and identify words with the suffix -ing.
- Students will know how to read, spell, and identify words with closed and open syllables.
Students will know how to read, spell, and identify compound words.
- Students will know how to read, spell, and identify words with two closed syllables.
- Students will know how to read, spell, and identify words with one open and one closed syllable.
- Students will know ending spelling patterns such as -tch, -dge, y/i/, y/e/, and -le and how to apply them in words.
- Students will know r-controlled vowel patterns (ar, ir, or, ur, er, and words with or) and how to read and spell words containing them.
- Students will know grade-level high-frequency words with irregular spelling patterns and how to read and spell them.
- Students will know how to identify and highlight words with specific spelling patterns in decodable texts to reinforce phonics skills.
- Students will know how to use the UFLI Sound Wall and Sound Wall Mirrors to

Students working on grade level will use phonics skills to accurately decode and spell words to read with understanding:

- Review short vowels, digraphs, and the magic e (VCe) spelling pattern.
- Identify, spell, and read words with suffixes -es, -ed, and -ing.
- Identify, spell, and read compound words.
- Identify, spell, and read words with closed and open syllables, including two closed syllables and words with an open and closed syllable.
- Identify, spell, and read words with r-controlled vowels (ar, ir, or, ur, er / w + or).

Students working below grade level will focus on:

- blending and segmenting
- Alphabet review
- reading CVC words
- Read and spell grade-level high-frequency words with irregular spelling patterns.
- Identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills
- Utilize the UFLI Sound Wall and the Sound Wall Mirrors to learn the appropriate mouth formation of each letter sound.
- Utilize the UFLI Sound Wall and Mirrors to support in reading, writing, and foundational skills

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

learn the correct mouth formation for each letter sound.

- Students will know how to utilize the UFLI Sound Wall and Sound Wall Mirrors to support reading, writing, and foundational literacy skills.

Reading:

- Students will know that effective reading habits, including stamina, fluency, focus, and attention to print, help them make meaning from texts.
- Students will know that comprehension requires thinking before, during, and after reading.
Students will know that key events in a story shape characters, move the plot, and reveal the central message or theme.
- Students will know that illustrations provide important information that supports understanding of characters, setting, and events.
Students will know that a character's or narrator's point of view influences how events are presented and how readers understand the story.
- Students will know that connecting new information to what they already know strengthens comprehension.
- Students will know that different genres have specific structures and features that help readers understand fiction and nonfiction texts.
- Students will know that making connections within a text and across multiple texts deepens understanding of ideas, characters, and themes.
- Students will know that identifying the most important details helps determine the main idea or central message of a text.
- Students will know that readers can use strategies such as context clues, word parts, and repeated exposure to learn the meanings of new words.
- Students will know different types of public transportation and how people pay to use them.

Reading:

- Make predictions by paying attention to a character's wants and troubles.
- Follow multiple events in a story to understand the plot.
- Think about and interpret the significance of events in the story.
- Analyze the illustrations and words in a text to learn more about the character, plot, or topic.
- Retell the most important parts of the text and infer the big ideas (author's message or intent).
- Infer character's feelings and motivations from description, what they do or say, and what others think about them.
- Identify and acknowledge differences in the points of view of characters.
- Recognize a character's internal conflict and the character's development to infer themes.
- Notice the writer's use of language.
- Notice when a character acts in a way that contradicts how he or she has acted before and questions why the character would act that way.
- Identify who is telling the story and participate in collaborative conversations to infer information about the characters.
- Identify the structures and characteristics of each genre to prepare for reading (fiction and nonfiction).
- Deepen students' understanding of a topic by reading a variety of books and genres.
- Activate and build background knowledge about a topic.
- Support ideas with evidence from the text

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- | | |
|---|---|
| <ul style="list-style-type: none">● Students will know the different forms of money, including coins and dollar bills, and their values.● Students will know how to differentiate between good and poor decisions.● Students will know that a mother spider lays eggs and wraps them in a silk pouch on her web.● Students will know that spiders have eight eyes, eight hairy legs, and six spinnerets located under their body.● Students will know that spiders use their spinnerets to spin silk thread into webs.● Students will know that spiders catch food using their webs.● Students will know that there are more than 35,000 species of spiders in the world.● Students will know reasons why some insects are considered pests.● Students will know the difference between solitary insects and social insects.● Students will know the specific characteristics that define insects.● Students will know the stages of an insect's life cycle.● Students will know the different roles of individuals in honeybee and wasp colonies.● Students will know how termites compare to other social insects.● Students will know the ways insects communicate with one another.● Students will know how beetles have adapted to become the largest group of insects.● Students will know how human actions, including deforestation and climate change, affect insect populations. | <ul style="list-style-type: none">● Identify the author's main purpose for writing an informational text.● Learn the definition of a character trait and begin to think about traits as they relate to the characters they are reading about.● Develop vocabulary by using context clues and visualization.● Make connections within and across texts.● Practice tier 2 vocabulary following Interactive Read Alouds to strengthen students' oral language.● Use text evidence to respond and support their responses to questions posed during the read aloud.● Use diagrams and text evidence to define content-related terms.● Understand different types of public transportation and how to pay for them.● Identify different types of money (dollar, coins, ect.) and their values.● Differentiate between good and poor decisions.● Learn that a mother spider lays her eggs and wraps them in a silk pouch on a spider web.● Learn that spiders have eight eyes, eight hairy legs, and six spinnerets hidden under their body.● Learn that spiders use their spinnerets to spin silk thread into webs● Learn that spiders catch food on their webs.● Learn that there are more than 35,000 different kinds of spiders in the world.● Identify reasons that some insects are pests.● Describe the difference between a solitary insect and a social insect.● Identify the specific characteristics that define insects.● Identify the stages of an insect's life cycle.● Identify the different types of jobs in a honeybee and wasp colony.● Compare termites to other social insects.● Identify the different ways that insects communicate with one another. |
|---|---|

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Foundational Writing:

- Students will know how to understand information provided by answers to questions that begin with “where,” “when,” and “why.”
Students will know how to identify which question words are being answered based on the information provided.
- Students will know how to recognize all four sentence types and apply the correct punctuation to each.
- Students will know how to expand a sentence by answering “where,” “when,” and/or “why” and adding those details to a kernel sentence.
- Students will know how to produce all four types of sentences with correct punctuation based on content from reading.
- Students will know how to distinguish a topic sentence from supporting details in a list.
- Students will know how to identify relevant details that support a topic sentence and distinguish them from irrelevant details.
- Students will know how to generate a topic sentence for an informative Single Paragraph Outline using a given topic and details.
- Students will know how to generate relevant supporting details for a Single Paragraph Outline based on a given topic sentence.
- Students will know how to create a closing sentence for a Single Paragraph Outline that reflects the topic sentence and supporting details.
- Students will know how to convert a Single Paragraph Outline into a complete paragraph with a topic sentence, multiple

- Identify the different ways that beetles have adapted to become the largest group of insects.
- Explain how human actions, including deforestation, and climate change affect insect populations.

Foundational Writing:

- Understand the information that is provided from answering questions that begin with “where,” “when,” and “why”.
- Identify the question words being answered based on the information that is provided.
- Identify all four sentence types from a list of sentences and add the correct punctuation.
- Expand a sentence by answering the questions “where,” “when” and/or “why” and adding the details to the kernel sentence.
- Produce all four types of sentences, ending with the correct punctuation, based on the content in reading.
- Distinguish a topic sentence from details in a list.
- Students will identify relevant details about a topic sentence from irrelevant details.
- Generate a topic sentence for an informative Single Paragraph Outline based on a topic and details that are given.
- Generate relevant details for an informative Single Paragraph Outline based on a topic sentence that is given.
- Generate a closing sentence for an informative Single Paragraph Outline based on a topic sentence and details that are given.
- Convert their Single Paragraph Outline into a complete paragraph including a topic sentence, multiple details, and a closing sentence.

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

supporting details, and a closing sentence.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Foundational Skills:

- Students will practice phonological awareness by identifying and manipulating sounds in spoken words.
- Students will participate in visual drills to reinforce letter-sound correspondence and word recognition.
- Students will participate in auditory drills to strengthen listening skills and phoneme identification.
- Students will engage in blending drills to combine sounds into words for reading and spelling.
- Students will learn and apply new concepts through guided instruction and practice.
Students will engage in word work to read, spell, and manipulate words using phonics skills.
- Students will practice irregular words by reading, spelling, and applying words that do not follow regular phonics patterns.
- Students will read connected text to apply phonics skills in meaningful reading contexts.
- Students will participate in the phoneme-grapheme mapping routine to match sounds with letters and patterns for decoding and spelling.
- Students will practice dictation by writing words, phrases, or sentences dictated by the teacher to reinforce spelling, punctuation, and phonics skills.

Reading:

- Students will participate in interactive read-alouds by listening to texts, responding to questions, and discussing key ideas with peers.
- Students will engage in a gallery walk by moving around the classroom to observe,

Varied Levels of Text:

- [Lilly’s Purple Plastic Purse by Kevin Henkes](#) (represents diversity by showing that people have different personalities, emotions, and ways of expressing themselves, and that everyone deserves respect and understanding for who they are.)
- [I Want My Hat Back](#) by Jon Klassen
- [Alexander, Who Used to Be Rich Last Sunday](#) by Judith Viorst
- [Do I Need It? Or Do I Want it?](#) By Jennifer S. Larson
- [Sophie’s Masterpiece](#) by Eileen Spinelli (represents diversity by showing that everyone has unique talents and perspectives, and that our differences are something to celebrate and respect.)
- [Are You a Spider](#) by Judy Allen and Tudor Humphries
- [Actual Size](#) by Steve Jenkins
- [Anansi Goes Fishing](#) retold by Eric A Kimmel
- [Insect Unit Texts](#) (How insects interact and effect with the environment and climate change)

The K-2 ELA department, in partnership with the school district, has placed strong emphasis on providing a wide variety of decodable texts to support student reading development. These resources have been compiled in the following document with direct links and are also listed below for easy access. The majority of these materials are available as hard copies in classrooms, with plenty of extras stored within the building.

- UFLI
- ReadBright
- Power Readers
- Whole Phonics

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

analyze, and discuss student work or visual displays.

Students will participate in turn-and-talks by sharing their thoughts and responses with a partner in response to a text or prompt.

- Students will join discussion circles to collaboratively share ideas, ask questions, and build understanding of texts.
- Students will use computerized intervention programs to practice targeted reading skills with digital support and feedback.
- Students will engage in literacy centers to rotate through small-group or independent activities that reinforce reading and phonics skills.
- Students will practice phoneme-grapheme mapping by identifying sounds in words and matching them to corresponding letters or spelling patterns.
- Students will participate in targeted instruction time activities, including extensions of UFLI instruction, DIBELS small-group activities, and Lexia Core5, to strengthen reading skills.
- Students will engage in partner reading by taking turns reading aloud to each other, providing support, and checking for understanding.

Foundational Writing:

- Students will participate in turn-and-talks to discuss their writing ideas with a partner before drafting or revising.
- Students will engage in peer revisions by reviewing a classmate's writing and offering constructive feedback.
- Students will use rubrics to guide and assess their writing, ensuring they meet criteria for quality and completeness.
- Students will use graphic organizers to plan and organize their writing ideas before composing paragraphs or stories.
- Students will participate in shared and interactive writing experiences by co-creating text with the teacher and classmates.

- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Students will take part in celebration writing activities, such as Author's Tea or partner sharing, to present and reflect on their written work.

Unit 2:

- [Bend 1: Ancient Greek Civilization](#)
- [Bend 2: Building the Bridge to Complex Text](#)

Duration: 45 Days

Suggested Accommodations

English Language Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Gifted and Talented:

- [2nd Grade G&T Unit 2](#): November 18, 2024-May 2, 2025
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
 - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

Foundational Skills:

- **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.
- **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.

Reading:

- **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.
- **RL.TS.2.4** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- **RL.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** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- **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.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.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Speaking and Listening Standards

- **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.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.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.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Vocabulary & Language Standards

- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.2.2** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
- **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.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- **L.VI.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Foundational Writing:

- **W.AW.2.1.** With prompts and support, write opinion pieces to present an idea with reasons and 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.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 experiences and events.
- Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4.** With guidance and support from peers and adults, 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.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - b. Capitalize holidays, product names and geographic names.
 - c. Supply adjectives in noun phrases to make them more precise or engaging.
 - d. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
 - e. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
 - f. Use an apostrophe to form contractions and frequently occurring possessives.
 - g. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Interdisciplinary Connections

Science

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Social Studies

Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Civics, Government, and Human Rights: Civic Mindedness

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Geography, People, and the Environment: Human Population Patterns

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People, and the Environment: Spatial Views of the World

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

Geography, People, and the Environment: Human Environment Interaction

- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Geography, People, and the Environment: Global Interconnections

- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

Economics, Innovation, and Technology: Exchange and Markets

- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Economics, Innovation, and Technology: Global Economy

- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives: Continuity and Change

- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives

History, Culture, and Perspectives: Understanding Perspectives

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 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.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Career Readiness, Life Literacies, and Key Skills Practices

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Attend to financial well-being.</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective</p>

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

	regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● UFLI Progress Monitoring ● Demonstration of Learning ● DIBELS-8 Progress Monitoring ● Participation/Observation ● Questioning ● Discussion Circles ● Turn and Talks ● Anecdotal Records ● Reading Checklists <ul style="list-style-type: none"> ○ Unit 2 Bend 2 Checklist ● Visual Representations ● Individual Whiteboards ● Phonics Inventory ● Partner Reading ● Cumulative Activities / End of Unit Projects 	<p>Alternative Assessments:</p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> ● Oral Reading Fluency Application ● Fluency Assessment ● Reader’s Response Sentence Starters ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Teacher Created/Modified Vocabulary Assessments
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit 2 Bend 1 Assessment ● Unit 2 Bend 2 Assessment ● Daily UFLI Progress Monitoring Lesson Assessments ● DIBELS 8 Progress Monitoring 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● DIBELS 8 ● Lexia Core 5 Initial Placement

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Decoding Mastery Checkpoints ● Opinion SPO and Complete Paragraph (Rubric) ● Narrative SPO and Complete Paragraph (Rubric) 	
--	--

Knowledge & Skills

<p>Enduring Understandings:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● Understanding letters and their corresponding sounds enables readers and writers to decode, read, and spell words accurately. ● Recognizing syllable types helps readers and writers read and spell words with accuracy and fluency. ● Using tools like the UFLI Sound Wall supports learning phonemes and strengthens reading and spelling skills. <p><u>Reading</u></p> <ul style="list-style-type: none"> ● Understanding the organizational structure of a text helps readers comprehend and navigate information more effectively. ● Readers use strategies to figure out unknown words, which supports understanding of the topic and text. Comprehension develops when readers think before, during, and after reading to make sense of the text. ● Applying comprehension strategies enables readers to understand, analyze, and interpret what they read. ● A character’s actions and dialogue provide clues that help readers infer their feelings and traits. ● Using text evidence allows readers to support their ideas and claims during discussions and writing. ● Authors often repeat words or phrases to emphasize ideas, create rhythm, or enhance understanding. 	<p>Essential Questions:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● How do we use our knowledge of letters and sounds to read and spell words? ● How do we use our knowledge of the syllable types to read and spell words? ● How to appropriately use the UFLI Sound Wall when learning about phonemes <p><u>Reading:</u></p> <ul style="list-style-type: none"> ● How does paying attention to the organizational structure of a text help you to better understand what you are reading? ● How do readers employ strategies to help them figure out unknown words relevant to a topic? ● How do readers think before, in the midst of, and after reading? ● How do we use comprehension strategies to understand what we read? ● How can we infer a character’s feelings and traits based on their actions and dialogue? ● How can we effectively use text evidence to support our ideas and claims during discussions? ● Why might authors repeat certain words or phrases in a story, and how does this repetition affect our understanding? ● How can making and explaining personal connections to the text support our overall comprehension?
--	---

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Making personal connections to a text helps readers deepen comprehension and relate meaning to their own experiences.
- Practicing Tier 2 vocabulary before reading enhances oral language skills and strengthens overall comprehension.
- The Ancient Greek civilization was shaped by its geography, occupations, and the development of independent city-states.
- Greek beliefs in gods and goddesses, including the significance of Mount Olympus, influenced their culture, values, and daily life.
- The first Olympic Games were created to honor the gods and reflect cultural values, illustrating the role of sport and ritual in Ancient Greece.
The city-state of Sparta developed a unique way of life, with social, military, and cultural practices that defined its society.
- Athens' location and its association with the goddess Athena reveal connections between geography, mythology, and civic identity.
- Athens as a city-state combined distinctive structures, religious beliefs, and forms of government to shape civic life.
- The observations and teachings of philosophers such as Socrates, Plato, and Aristotle influenced ideas about society, ethics, and knowledge.
- The accomplishments of Alexander the Great expanded cultural, political, and economic influence across the ancient world.
- Imprinting in goslings is a critical developmental process that shapes survival behaviors and social bonding in animals.
- Soldiers' experiences during World War I illustrate the challenges, hardships, and human impacts of warfare.
- How does practicing tier 2 vocabulary before Interactive Read Alouds strengthen our oral language skills and comprehension?
- What key aspects define the Ancient Greek Civilization, including the jobs they held, the geography they inhabited, and the city-states they established?
- How did the Ancient Greeks view their gods and goddesses, and what significance did Mount Olympus hold in their beliefs?
- What is the significance of the first Olympic Games, and for whom were they originally created?
- How did the city-state of Sparta shape their way of life, and what were the defining characteristics of Spartan society?
- Where is Athens located on a map, and what is the connection between the city and the goddess Athena?
- What were the main features of Athens as a city-state, including its structures, beliefs, and style of government?
- Who were the Greek philosophers Socrates, Plato, and Aristotle, and how did their observations shape our understanding of society and the world?
- What were the accomplishments of Alexander the Great, and how did they influence the ancient world?
- What does it mean for goslings to imprint on an animal, and why is this process important for their development?
- What challenges and experiences did soldiers face while fighting in World War I?
- How can we understand different generations through the concept of a family tree, and why is it significant?

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Family trees provide insight into generational relationships, helping us understand heritage, lineage, and the passage of traits over time.

Foundational Writing:

- Conjunctions such as “because,” “but,” and “so” help writers connect ideas and create more complex sentences.
- Identifying the question words being answered helps readers and writers understand the purpose of information in a text or response.
- Understanding the four sentence types and their punctuation supports clear and effective communication.
- Subordinating conjunctions determine the relationship between clauses, shaping the meaning conveyed in a sentence.
- Combining short, declarative sentences into compound sentences allows writers to express more complex ideas with clarity.
- A simple Single Paragraph Outline includes essential elements that organize ideas when retelling a story.
- Opinion paragraphs are effective when all components work together to clearly convey a writer’s point of view.

- A strong topic sentence accurately reflects the main idea and guides the content of a paragraph.
- Generating relevant supporting details ensures that a paragraph is focused, informative, and well-developed.
- An effective closing sentence summarizes or reflects on the topic sentence and supporting details, strengthening the paragraph’s message.
- Converting a paragraph outline into a complete paragraph requires organization, clarity, and logical flow to communicate ideas effectively.

Foundational Writing:

- How do conjunctions like “because,” “but,” and “so” help us complete sentences and convey more complex ideas?
- In what ways can we identify the specific question words that are being answered in a given text or response?
- How can we distinguish between the four sentence types, and what punctuation is appropriate for each?
- How does the subordinating conjunction determine the information provided in the independent clause of the sentence?
- How can combining short, declarative sentences create more complex ideas, and what are the benefits of using compound subjects and predicates?
- What elements should be included in a simple Single Paragraph Outline when retelling a story?
- What are the essential components of an opinion paragraph, and how do these parts work together to convey a cohesive argument?
- How can we generate a strong topic sentence that accurately reflects the main idea of a paragraph?
- What criteria should we consider when generating relevant details for a Single Paragraph Outline based on a given topic sentence?
- How can we formulate an effective closing sentence that summarizes or reflects on the topic sentence and supporting details in an informative paragraph?
- What steps are involved in converting a Single Paragraph Outline into a cohesive and complete paragraph, and how do we ensure clarity and flow?

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Content

Students will know...

Foundational Skills:

- Students will know how to identify vowel team syllables in one-syllable words.
- Students will know how to identify vowel team syllables in two-syllable words.
- Students will know how to identify silent letters in one-syllable words.
- Students will know how to identify silent letters in two-syllable words.
- Students will know how to identify suffixes in words.
- Students will know how to identify prefixes in words.
- Students will know how to read and spell grade-level high-frequency words with irregular spelling patterns.
- Students will know how to identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills.
Students will know how to use the UFLI Sound Wall and Sound Wall Mirrors to practice the correct mouth formation for each letter sound.
Students will know how to apply the UFLI Sound Wall and Sound Wall Mirrors to support reading, writing, and foundational literacy skills.

Skills

Students will be able to ...

Foundational Skills:

Students working on grade level will use phonics skills to accurately decode and spell words to read with understanding:

- Identify vowel team syllables in one & two syllable words.
- Identify silent letters in one & two syllable words
- Identify prefixes & suffixes in words.

Students working below grade level will focus on:

- blending and segmenting
- Alphabet review
- reading CVC words
- Review short vowels, digraphs, and the magic e (VCe) spelling pattern.
- Identify, spell, and read words with suffixes -es, -ed, and -ing.
- Identify, spell, and read compound words.
- Identify, spell, and read words with closed and open syllables, including two closed syllables and words with an open and closed syllable.
- Identify, spell, and read words with r-controlled vowels (ar, ir, or, ur, er / w + or).

- Read and spell grade-level high frequency words with irregular spelling patterns.
- Identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills
- Utilize the UFLI Sound Wall and the Sound Wall Mirrors to learn the appropriate mouth formation of each letter sound.
- Utilize the UFLI Sound Wall and Mirrors to support in reading, writing, and foundational skills.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Reading:

- Students will know how to build background knowledge of new material through activities such as Gallery Walks.
- Students will know how to recount key details from informational texts.
- Students will know how to read closely to ensure both literal and deeper comprehension.
- Students will know how to demonstrate understanding of the sequence of events by orally retelling a story.
- Students will know how to use details from a text to participate in discussions.
- Students will know how to make predictions by paying attention to important details in a text.
- Students will know how to make connections within a text and across multiple texts to deepen understanding.
- Students will know how to demonstrate understanding of content by asking and answering questions.
- Students will know how to summarize the main events of a text.
- Students will know how to understand relationships between characters in a story.
- Students will know how to notice contrasts and contradictions within a text.
- Students will know how to infer characters' feelings and traits based on their actions and dialogue.
- Students will know how to infer the big ideas or central message of a text.
- Students will know how to use text evidence to support their ideas and claims.
- Students will know how a character's feelings can change throughout a story.
- Students will know why authors repeat certain words or phrases and how repetition affects understanding.
- Students will know how to make and explain connections that support comprehension of the text.
- Students will know that practicing Tier 2 vocabulary before Interactive Read

Reading:

- Build background knowledge of new material through Gallery Walks.
- Recount key details from informational texts
- Read closely to ensure literal and deep comprehension
- Demonstrate understanding of the sequence of events by orally retelling a story.
- Use details from the text to hold discussions.
- Make predictions by paying attention to details
- Make connections within and across texts
- Demonstrate understanding of the content by asking and answering questions.
- Summarize the main events of the text.
- Understand the relationships between characters.
- Notice contrast and contradictions in a text.
- Infer characters' feelings and traits.
- Infer the big ideas from a text.
- Use text evidence to support ideas.
- Learn how a character's feelings change throughout the story.
- Understand why authors put words and phrases again and again in a story.
- Make and explain connections that will support their understanding of the text.
- Practice tier 2 vocabulary before Interactive Read Alouds to strengthen students' oral language.
- Learn information about the Ancient Greek Civilization including different jobs they did, the type of land they lived on, and the city-states they built and lived in.
- Develop an understanding of the gods and goddesses that the ancient Greeks believed to live on Mount Olympus.
- Describe why city-states were formed in ancient Greece.
- Learn about the first Olympic Games and to learn for whom they were first created.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Alouds strengthens oral language and comprehension.

- Students will know information about Ancient Greek civilization, including the types of jobs people held, the land they lived on, and the city-states they built.
- Students will know about the gods and goddesses that the Ancient Greeks believed lived on Mount Olympus.
- Students will know why city-states were formed in Ancient Greece.
- Students will know about the first Olympic Games and for whom they were originally created.
- Students will know about the city-state of Sparta and understand the characteristics of the Spartan way of life.
- Students will know where Athens is located on a map and why it is named after the goddess Athena.
- Students will know why people from different Greek city-states came together to watch the Olympic Games.
- Students will know about the city-state of Athens, including its structures, beliefs, and style of government.
- Students will know about the Battle of Marathon and its significance in Ancient Greek history.
- Students will know about the Battle of Thermopylae and why it was important.
- Students will know about the Greek philosophers Socrates, Plato, and Aristotle, and how their observations influenced understanding of people and the world.
- Students will know about Alexander the Great and his accomplishments in expanding the ancient world.
- Students will know that geese migrate south in the winter.
- Students will know what it means for goslings to imprint on an animal and why this is important.
- Students will know what a veterinarian is and some of the responsibilities of their job.

- Describe the city-state Sparta and analyze the Spartan way of life.
- Locate Athens on a map and explain why it is named after the goddess Athena.
- Describe why people from all different city-states came together in ancient Greece to watch the Olympic Games.
- Describe the city-states Athens, including their structures, beliefs, and government style.
- Learn about the battle at Marathon.
- Learn about the Battle at Thermopylae and the significance of it.
- Learn about the Greek philosopher Socrates, Plato, and Aristotle and how he observed and thought about people and the world they lived in.
- Learn about Alexander the Great and his many accomplishments.
- Learn that geese migrate south in the winter.
- Learn what it means for goslings to imprint on an animal.
- Learn what a veterinarian is and some of their responsibilities.
- Learn what life is like for soldiers fighting in World War I.
- Learn what a family tree is and understand different generations.
- Learn the importance of being a good friend.
- Why is it important to care for the environment where animals and people live?
- How do our choices affect the Earth and living things around us?

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will know what life was like for soldiers fighting in World War I.
- Students will know what a family tree is and how it helps us understand different generations.
- Students will know the importance of being a good friend and treating others with kindness and respect.

Foundational Writing:

- Students will know how to answer questions using the conjunctions “because,” “but,” and “so.”
- Students will know how to produce all four types of sentences about a read-aloud using correct punctuation.
- Students will know how to identify fragments and complete sentences in a list and convert fragments into complete sentences.
- Students will know how to complete sentences beginning with subordinating words such as After, Before, If, When, Even though, and Although.
- Students will know how to combine two short, declarative sentences to create a compound subject or compound predicate.
- Students will know how to decompose an opinion paragraph to identify its parts and understand how they work together.
- Students will know how to use a topic to generate a topic sentence.
- Students will know how to use a topic sentence to generate relevant supporting details.
- Students will know how to use a topic sentence and supporting details to generate a closing sentence.
- Students will know how to turn a completed Single Paragraph Outline (SPO) into a complete paragraph.
- Students will know how to combine 2–3 short, declarative sentences using pronouns and conjunctions.
- Students will know how to identify the introductory sentence from a list of events.

Foundational Writing:

- Answer questions using the conjunction “because,” “but,” and “so.”
- Produce all four types of sentences about the read aloud using correct punctuation.
- Identify fragments and sentences in a list and convert the fragments into complete sentences.
- Complete sentences beginning with *After, Before, If, and When, Even though, Although.*
- Combine 2 short, declarative sentences to create a compound subject or compound predicate.
- Decompose an opinion paragraph to learn the different parts and how to go together.
- Use a topic to generate a topic sentence.
- Use a Topic Sentence to generate relevant details.
- Use a Topic Sentence and details to generate a Closing Sentence
- Turn a completed Single Paragraph Outline (SPO) into a complete paragraph.
- Combine 2-3 short, declarative sentences using pronouns and conjunctions.
- Identify the Introductory Sentence from the Events in a list.
- Use an Introductory Sentence to sequence events of a story.
- Eliminate irrelevant events in a list based on an Introductory Sentence.
- Create a simple Single Paragraph Outline by retelling a story.
- Use a topic to generate an introductory sentence that includes the characters and setting.
- Expand the sentences written in the previous paragraph to add details.
- Use an introduction sentence and events

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Students will know how to use an introductory sentence to sequence the events of a story. ● Students will know how to eliminate irrelevant events from a list based on an introductory sentence. ● Students will know how to create a simple Single Paragraph Outline by retelling a story. ● Students will know how to use a topic to generate an introductory sentence that includes the characters and setting. Students will know how to expand sentences in a paragraph to add details. ● Students will know how to use an introductory sentence and events to generate additional closing sentences. 	<p style="text-align: right;">to generate additional closing sentences.</p>
--	---

Core Instructional & Supplemental Materials
--

<p>Suggested Activities/Resources:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● Students will practice phonological awareness by identifying and manipulating sounds in spoken words. ● Students will participate in visual drills to reinforce letter-sound correspondences and word recognition. ● Students will participate in auditory drills to strengthen listening skills and phoneme identification. ● Students will engage in blending drills to combine sounds into words for reading and spelling. ● Students will learn new concepts through guided instruction and practice. ● Students will participate in word work to read, spell, and manipulate words using phonics skills. ● Students will practice irregular words by reading, spelling, and applying words that do not follow regular phonics patterns. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Ancient Greek Civilization Texts ● That is Not A Good Idea by Mo Willems ● Alexander, Who Used to Be Rich Last Sunday by Judith Viorst ● Sophie’s Masterpiece by Eileen Spinelli ● Actual Size by Steve Jenkins ● Lilly’s Purple Plastic Purse by Kevin Henkes ● Mother Bruce by Ryan T. Higgins ● A Visitor for Bear by Bonny Becker ● Finding Winnie by Lindsay Mattick ● Suggested Read Aloud: Winston of Churchill <p>The K-2 ELA department, in partnership with the school district, has placed strong emphasis on providing a wide variety of decodable texts to support student reading development. These resources have been compiled in the following document with direct links and are also listed below for easy access. The majority of these materials are available as hard copies in classrooms, with plenty of extras stored within the building.</p>
--	--

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will read connected text to apply phonics skills in meaningful reading contexts.
- Students will participate in the phoneme-grapheme mapping routine to match sounds with letters and patterns for decoding and spelling.
- Students will practice dictation by writing words, phrases, or sentences dictated by the teacher to reinforce spelling, punctuation, and phonics skills.

Reading:

- Students will participate in a gallery walk by moving around the classroom to observe, analyze, and discuss texts or student work.
- Students will engage in turn-and-talks to share their thoughts and responses with a partner about what they have read.
- Students will join discussion circles to collaboratively share ideas, ask questions, and deepen understanding of texts.
- Students will use computerized intervention programs to practice targeted reading skills with digital guidance and feedback.
- Students will design their own family tree to explore and represent generational relationships.
- Students will map Winnie’s journey to track events and develop comprehension skills.
- Students will complete reading responses by answering questions and reflecting on the text.
Students will practice phoneme-grapheme mapping by matching sounds to letters and patterns in words.
- Students will participate in targeted instruction time activities, including Lexia Core5 small-group activities, to strengthen reading skills.

- UFLI
- ReadBright
- Power Readers
- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Students will engage in partner reading by taking turns reading aloud and providing support to one another. ● Students will use Epic to access leveled texts for independent or guided reading practice. ● Students will interact with Make, Take, Teach resources to apply reading skills in hands-on activities. <p><i>Foundational Writing:</i></p> <ul style="list-style-type: none"> ● Students will participate in turn-and-talks to discuss writing ideas with a partner before drafting or revising. ● Students will use rubrics to guide and assess their writing for completeness and quality. ● Students will use graphic organizers to plan and structure their writing. ● Students will engage in shared and interactive writing experiences by co-creating text with the teacher and peers. ● Students will take part in celebration writing activities, such as Author’s Tea or partner sharing, to present and reflect on their writing. 	
--	--

<p>Unit 3: Bend 1: Diving Deeper into Nonfiction</p> <ul style="list-style-type: none"> ● Bend 2: Inferring Theme ● Bend 3: Westward Expansion 	<p>Duration: 52 Days</p>
--	---------------------------------

Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide extra time ● Pre-Teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented:

- [2nd Grade G&T Unit 3](#): May 4, 2026-June 15, 2026
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
 - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

Foundational Skills Standards

- **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.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- 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.
- **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.

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.CI.2.2.** Recount a text in oral and written form and determine the central message in literary texts (e.g. fables and folktales from diverse cultures).
- **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.MF.2.6** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **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, or steps in a sequence within a text.
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use 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. (Students may look at data on volcanic explosions and earthquakes, which happen quickly and changing weather patterns, which occurs slowly and describe the key ideas that are presented in the data.)
- **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 of the same idea or topic by different authors or authors from different cultures.

Speaking and Listening Standards

- **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. (Students may ask and answer

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.)

- a. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- b. 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.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language & Vocabulary Standards

- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- **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.
- **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. (Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.)
 - 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.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Foundational Writing Standards

- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information and convey ideas and information. (Students may compose

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

informative/explanatory texts about how the diversity of living things is affected by climate change.

- 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 peers and adults, 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.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.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
 - **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.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - **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

Interdisciplinary Connections

Social Studies

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.Civics.PD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Geography, People, and the Environment: Spatial Views of the World

- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

Geography, People, and the Environment: Human Environment Interaction

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Science

- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Career Readiness, Life Literacies & Key Skills

9.4 Life Literacies & Key Skills

- 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.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).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

	long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

	experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● UFLI Progress Monitoring ● Demonstration of Learning ● DIBELS-8 Progress Monitoring ● Participation/Observation ● Questioning ● Discussion Circles ● Turn and Talks ● Anecdotal Records ● Reading Checklists <ul style="list-style-type: none"> ○ Unit 3 Bend 1 Checklist ○ Unit 3 Bend 2 Checklist ● Visual Representations ● Individual Whiteboards ● Phonics Inventory ● Partner Reading ● Cumulative Activities / End of Unit Projects 	<p>Alternative Assessments:</p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> ● Oral Reading Fluency Application ● Fluency Assessment ● Reader’s Response Sentence Starters ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Teacher Created/Modified Vocabulary Assessments
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit 3 Bend 3 Assessment ● Daily UFLI Progress Monitoring Lesson Assessments ● DIBELS 8 Progress Monitoring ● Decoding Mastery Checkpoints ● Informational SPO and Complete Paragraph (Rubric) 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● DIBELS 8 ● Lexia Core 5

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

<ul style="list-style-type: none"> Narrative SPO and Complete Paragraph (Rubric) 	
---	--

Knowledge & Skills	
--------------------	--

<p>Enduring Understandings:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> Knowledge of letters and sounds enables readers to decode and spell words accurately. Understanding syllable types supports reading and spelling of more complex words. Using tools like the UFLI Sound Wall helps students recognize and apply phonemes effectively in reading and writing. <p>Reading:</p> <ul style="list-style-type: none"> Effective research questions help guide inquiry and focus learning on the most important information about a topic. Coding a nonfiction text supports comprehension by helping readers organize information and track key ideas. Vocabulary development and visual analysis deepen understanding by revealing contrasts, contradictions, and important relationships in a text. Authors write nonfiction with a purpose, and identifying that purpose helps readers better understand the message and intent of the text. Strong readers use text evidence to support their thinking and justify their answers to questions about what they read. Diagrams and visual features clarify and extend understanding of information presented in nonfiction texts. Previewing a text and synthesizing information from diagrams prepares readers to comprehend and retain new information. 	<p>Essential Questions:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> How do we use our knowledge of letters and sounds to read and spell words? How do we use our knowledge of the syllable types to read and spell words? How to appropriately use the UFLI Sound Wall when learning about phonemes <p><u>Reading:</u></p> <ul style="list-style-type: none"> What strategies can we use to formulate effective research questions that guide our inquiry into a subject? How does coding a nonfiction text help us better understand and organize the information we encounter? In what ways can vocabulary development and visual study deepen our comprehension of contrasts and contradictions in a text? What techniques can we use to identify the author’s purpose for writing a nonfiction book? How can we effectively use text evidence to support our answers to questions about the material we read? How do diagrams enhance our understanding of the information presented in a nonfiction text? How can previewing a new text and synthesizing information from diagrams support our understanding of the material? How can comparing and contrasting information from multiple texts enhance our understanding of a topic? How can we identify and discuss changes in a character’s feelings and the events
--	--

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Comparing and contrasting information across texts leads to a deeper and more complete understanding of a topic.
 - Characters' feelings change in response to events, and analyzing those changes helps readers understand character development.
 - Repeated lines contribute to a text's theme and support deeper discussion and interpretation of meaning.
 - The moral or lesson of a story can be inferred by examining characters' actions, experiences, and outcomes.
 - Using multiple media types enhances understanding and enriches discussions about a text.
 - Key details within a text help readers identify the main topic of individual sections.
 - A poet's word choice shapes meaning, tone, and impact, deepening the reader's appreciation of the poem.
 - Identifying an author's purpose deepens understanding of topics, including scientific and environmental concepts such as global warming and shark migration.
 - Comparing and contrasting information from multiple texts enhances comprehension and builds a more complete understanding of a topic.
 - People's homes, clothing, and recreational activities reflect their culture and daily life, providing insight into their values and environment.
 - Acts of kindness strengthen relationships and contribute to a positive and supportive community.
 - Participating in discussions about historical events, like the Oregon Trail, deepens understanding of their significance and lasting impact.
 - Recounting key details from a text supports answering questions and deepens understanding of historical events, such as pioneer migration and innovations like the steamboat.
- that prompted those changes?
 - What role does a repeated line play in understanding the theme of a text, and how can we prepare for discussions about it?
 - How can we infer the moral or lesson of a story based on the characters' experiences?
 - In what ways can using different media types enhance our discussions about a text?
 - How do key details help us identify the main topic of different sections within a text?
 - How does analyzing the poet's word choice contribute to our appreciation of the poem's meaning and impact?
 - How can identifying the author's purpose in a book deepen our understanding of the topic of global warming and shark migration?
 - How does comparing and contrasting information about sharks from multiple texts enhance our knowledge of the topic?
 - How do the homes, clothing, and recreational activities of people in South Africa reflect their culture and daily life?
 - How does being kind to others impact our relationships and community?
 - How can participating in discussions about the Oregon Trail deepen our understanding of its historical significance and impact?
 - How can recounting key details from a text help us answer questions about the pioneers moving west, the significance of the first steamboat, and traveling west on the Oregon Trail?
 - How do key details about traveling on the Erie Canal and building the Transcontinental Railroad illustrate its connection to the period of westward expansion?
 - What role did steamboats, canals, and trains play in facilitating westward migration, and why were these means of travel important?
 - What was the significance of Sequoyah's

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Key details about transportation developments, such as the Erie Canal and Transcontinental Railroad, illustrate their connection to the period of westward expansion. ● Steamboats, canals, and trains facilitated westward migration and played critical roles in shaping the movement of people and goods. ● The invention of the Cherokee writing system by Sequoyah preserved language and culture, supporting community identity and communication. ● The development of the railroad contributed to the displacement of Native American communities, with lasting social and cultural consequences. ● The decline of the buffalo population had profound effects on the lives, cultures, and survival of Plains Native Americans. <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> ● Using sentence stems supports the clear articulation of complex thoughts and ideas. ● Decomposing a paragraph helps readers and writers understand its structure and key components. ● A strong topic sentence guides the direction and focus of a paragraph. ● Generating relevant supporting details strengthens a paragraph and develops ideas connected to the topic sentence. ● An effective closing sentence reinforces the paragraph’s main idea and provides a sense of completion. ● Transforming a Single Paragraph Outline into a complete paragraph ensures coherence, organization, and clarity in writing. 	<p style="text-align: center;">invention of the Cherokee writing system for the Cherokee community and their cultural preservation?</p> <ul style="list-style-type: none"> ● How did the development of the railroad contribute to the mass exodus of Native Americans from their land, and what implications did this have for their communities? ● How did the decline of the buffalo population impact the lives and cultures of Plains Native Americans? <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> ● In what ways can sentence stems help us articulate complex thoughts and ideas? ● How does decomposing a paragraph help us understand its structure and components? ● What makes an effective topic sentence, and how can it guide the direction of a paragraph? ● How can we generate relevant details that support a given topic sentence? ● What elements contribute to an effective closing sentence in a paragraph? ● How do we transform a Single Paragraph Outline into a coherent and complete paragraph?
<p>Content: <i>Students will know...</i></p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● Students will know how to identify robot vowel teams in one-syllable words. 	<p>Skills: <i>Students will be able to ...</i></p> <p><u>Foundational Skills:</u></p>

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will know how to identify robot vowel teams in two-syllable words.
- Students will know how to identify variant vowel teams in one-syllable words.
- Students will know how to identify variant vowel teams in two-syllable words.
- Students will know how to identify silent letters in one-syllable words.
- Students will know how to identify silent letters in two-syllable words.
- Students will know how to identify and understand contractions.
- Students will know how to identify and use suffixes and affixes.
- Students will know how to read and spell multisyllabic words containing open, closed, magic e, vowel team, or robot syllables.
- Students will know how to read and spell grade-level high-frequency words with irregular spelling patterns.
- Students will know how to identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills.
- Students will know how to use the UFLI Sound Wall and Sound Wall Mirrors to produce the correct mouth formation for each letter sound.
- Students will know how to use the UFLI Sound Wall and Mirrors to support reading, writing, and foundational literacy skills.

Students working on grade level will use phonics skills to accurately decode and spell words to read with understanding:

- Identify robot vowel teams in one & two syllable words
- Identify variant vowel teams in one & two syllable words
- Identify silent letters in one & two syllable words
- Identify contractions
- Identify suffixes & affixes
- Read and spell multisyllabic words that contain an open, closed, magic e, vowel team, and/or robot syllable.

Students working below grade level will focus on:

- blending and segmenting
- Alphabet review
- reading CVC words
- Review short vowels, digraphs, and the magic e (VCe) spelling pattern.
- Identify, spell, and read words with suffixes -es, -ed, and -ing.
- Identify, spell, and read compound words.
- Identify, spell, and read words with closed and open syllables, including two closed syllables and words with an open and closed syllable.
- Identify, spell, and read words with r-controlled vowels (ar, ir, or, ur, er / w + or).
- Identify vowel team syllables in one & two syllable words.
- Identify silent letters in one & two syllable words
- Identify prefixes & suffixes in words.
- Read and spell grade-level high frequency words with irregular spelling patterns.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Reading:

- Students will know how background knowledge, vocabulary, and language support comprehension of a text.
- Students will know how to develop research questions based on topics they want to explore.
- Students will know how to plan and approach reading nonfiction texts.
- Students will know how to code a nonfiction text to identify important information.
- Students will know how vocabulary, visual analysis, and discussion of contrasts and contradictions deepen comprehension.
- Students will know how discussion circles can help clarify and expand understanding of a text.
- Students will know how to identify an author's purpose for writing a nonfiction book.
- Students will know how to use text evidence to answer questions about a text.
- Students will know how diagrams connect to and clarify information in a nonfiction text.
- Students will know how coding a text during reading supports comprehension.
- Students will know how previewing a text and synthesizing diagram information supports understanding.
- Students will know how to process and synthesize facts from diagrams in nonfiction texts.

- Identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills
- Utilize the UFLI Sound Wall and the Sound Wall Mirrors to learn the appropriate mouth formation of each letter sound.
- Utilize the UFLI Sound Wall and Mirrors to support in reading, writing, and foundational skills

Reading:

- Activate/build background knowledge, vocabulary, and language through a Picture Talk & Gallery Walk.
- Create research questions based on information they want to learn about sharks.
- Learn how to develop a plan of action for reading nonfiction texts.
- Learn how to code a nonfiction text based on the information they see in a text.
- Develop vocabulary, study visuals, discuss contrasts and contradictions to learn more about what is being read in a supportive setting.
- Discuss important ideas from the text through the use of a discussion circle.
- Identify the author's purpose for writing a book.
- Use text evidence to answer questions.
- Analyze how a diagram connects to the information in a text.
- Participate in coding the text as it is being read in a supportive setting.
- Preview a new text and synthesize information from a diagram in a supportive setting.
- Synthesize information from a diagram and process facts for a non-fiction text.
- Work in small groups to reread and process a chunk of information and will present their findings with the rest of the class.
- Participate in a whole group discussion to brainstorm ways to categorize the information.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- | | |
|---|---|
| <ul style="list-style-type: none">● Students will know how to work in groups to process information and share findings with peers.● Students will know how categorizing information during group discussion aids comprehension.● Students will know how to compare and contrast information from multiple texts.● Students will know how to make connections between texts to deepen understanding.● Students will know how to revisit research questions and use information from texts to answer them.● Students will know how to make inferences by considering characters' perspectives and actions.● Students will know how to identify changes in a character's feelings and the events that caused those changes.● Students will know how repeated lines in a text can highlight themes and support discussion.● Students will know how to infer the lesson or moral of a story.● Students will know how to recount key details and engage in collaborative conversations about a text.● Students will know how to determine the main purpose of a text.● Students will know how to use information from different media types to support discussion and understanding.● Students will know how to identify key details to determine the main topic of text sections.● Students will know how to gather and analyze key details to understand specific points the author makes.● Students will know how poets use word choice to create meaning and make a poem engaging.● Students will know how to compare and contrast information about sharks from multiple texts.● Students will know facts about different types of sharks. | <ul style="list-style-type: none">● Learn how to compare and contrast information from multiple texts.● Make text-to-text connections.● Revisit the research questions developed in the beginning of the unit and provide answers to those questions.● Learn how to make inferences by acting like the characters.● Learn how to identify a change in a character's feelings and discuss what caused that change.● Discuss a repeated line and prepare for conversation by answering questions that allude to the theme.● Learn how to infer the lesson of a story.● Recount or describe key details from the text and participate in a collaborative conversation with their peers.● Learn the main purpose of the text.● Use information from different media types to have a discussion.● Recount key details from the text in order to determine the main topic of different parts of the text.● Gather key details from the text to understand specific points the author makes.● Recount key details from the text in order to determine the main topic of different parts of the text.● Explain how the poet uses different words to make the poem interesting and meaningful.● Understand how to compare and contrast information about sharks from multiple texts.● Comprehend facts about different types of sharks.● Understand the type of food sharks eat and how they hunt for it.● Understand the different parts of the shark and how they have babies.● Answer questions about shark migration and how global warming is affecting it.● Identify the author's purpose for writing a book and answer questions about global warming.● Learn what life is like in South Africa |
|---|---|

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will know what sharks eat and how they hunt for food.
 - Students will know the parts of a shark and how sharks reproduce.
 - Students will know how shark migration occurs and how global warming affects it.
 - Students will know how to identify an author's purpose and understand information about global warming.
 - Students will know about life in South Africa, including homes, neighborhoods, clothing, and recreational activities.
 - Students will know how to use a world map to locate continents, including Africa.
 - Students will know what an alley and a well are and their significance for communities in South Africa.
 - Students will know the importance of being kind to others.
 - Students will know key details about pioneers moving west, the first steamboat, and traveling the Oregon Trail.
 - Students will know how the Erie Canal and the Transcontinental Railroad connect to the period of Westward Expansion.
 - Students will know the importance of steamboats, canals, and trains in facilitating westward movement.
 - Students will know that the Erie Canal was the most famous canal built during the Canal Era.
 - Students will know the significance of Sequoyah's invention of the Cherokee writing system.
 - Students will know that the Trail of Tears was a forced march of the Cherokee people.
 - Students will know that the Oregon Trail was a difficult trail traveled by wagon trains.
 - Students will know that the Pony Express was a horseback mail delivery system.
 - Students will know that the Transcontinental Railroad connected the East and West.
 - Students will know the advantages of rail travel.
- (what their homes and neighborhoods look like, how they dress, what games they like to play, ect.)
- Learn what a world map is and be able to use it to identify continents such as Africa.
 - Learn what an alley and a well are and their significance for the people who live in South Africa.
 - Learn the importance of being nice to other people.
 - Answer questions about the pioneers moving out west, the first steamboat, traveling west on the Oregon Trail.
 - Describe how traveling on the Erie Canal and building the Transcontinental Railroad connects to the period of Westward Expansion.
 - Identify the importance of steamboats, canals, and trains as new means of travel that increased the movement of people west.
 - Identify the Erie Canal as the most famous canal built during the Canal Era.
 - Explain the significance of Sequoyah's invention of the Cherokee writing system.
 - Identify the Trail of Tears as a forced march of the Cherokee.
 - Identify the Oregon Trail as a difficult trail traveled by wagon trains.
 - Identify the Pony Express as a horseback mail delivery system.
 - Identify the transcontinental railroad as a link between the East and the West.
 - Explain the advantages of rail travel.
 - Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land.
 - Describe the effect of diminishing buffalo on the life of Plains Native Americans.

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Students will know that the development of the railroad led to the mass exodus of Native Americans from their land. ● Students will know how the decline of the buffalo population affected the lives and culture of Plains Native Americans. <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> ● Students will know how to develop questions to guide research on sharks. ● Students will know how to decompose a paragraph to understand its different parts and how they work together. ● Students will know how to use a topic to generate a strong topic sentence. ● Students will know how to use a topic sentence to generate relevant supporting details. ● Students will know how to use a topic sentence and supporting details to create an effective closing sentence. ● Students will know how to use an Informative Single Paragraph Outline to write a complete paragraph. ● Students will know the different parts of a narrative paragraph, including the topic sentence, supporting details, and closing sentence. ● Students will know how to distinguish a topic sentence from supporting details. ● Students will know how to sequence supporting details based on a given topic sentence. 	<p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> ● Develop questions they would like to learn through research on sharks. ● Decompose a paragraph to learn the different parts and how to go together. ● Use a topic to generate a Topic Sentence. ● Use a Topic Sentence to generate relevant details. ● Use a Topic Sentence and details to generate a Closing Sentence. ● Use an Informative Single Paragraph Outline to write a complete paragraph. ● Identify the different parts of a narrative paragraph, including the topic sentence, supporting details, and closing sentence. ● Distinguish a Topic Sentence from supporting details. ● Sequence details from a given Topic Sentence.
---	--

Core Instructional & Supplemental Materials
--

<p>Suggested Activities/Resources:</p> <p><u>Foundational Skills:</u></p> <ul style="list-style-type: none"> ● Students will develop Phonological Awareness through listening, identifying, and manipulating sounds in words. ● Students will participate in Visual Drills to recognize letters, sounds, and spelling patterns. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● National Geographic Sharks by Anne Schreiber (How sharks interact and affect the environment and climate change) ● Incredible Sharks by Seymour Simon (How sharks interact and affect the environment and climate change) ● Surprising Sharks by Nicola Davies (How sharks interact and affect the environment and climate change)
---	---

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will engage in Auditory Drills to reinforce sound recognition and decoding skills.
- Students will practice Blending Drills to combine sounds into words.
- Students will explore a New Concept to expand their understanding of phonics and word patterns.
- Students will practice Word Work to strengthen decoding, spelling, and vocabulary skills.
- Students will study Irregular Words to improve recognition and spelling of high-frequency words.
- Students will read and interact with Connected Texts to apply phonics skills in authentic reading contexts.
- Students will follow the Phoneme-Grapheme Mapping Routine to link sounds and letters systematically.
- Students will participate in Dictation activities to apply spelling, phonics, and writing skills in context.

Reading:

- Students will be engaged in reading through Interactive Read Alouds, actively listening, discussing, and responding to the text.
- Students will participate in a Gallery Walk, analyzing and discussing visual representations and key ideas from the text.
- Students will use Turn and Talk to share their thinking and deepen comprehension with a partner.
- Students will contribute to a Discussion Circle, collaboratively exploring ideas and making connections to the text.
- Students will work independently with a Computerized Intervention Program to reinforce reading skills at their instructional level.
- Students will rotate through Centers, engaging in focused, hands-on reading and comprehension activities.

- Sophie's Masterpiece by Eileen Spinelli
- Goal! By Mina Javaherbin (Represents diversity by showing a story from a different part of the world, with characters, culture, and values that may be new to many readers — reminding us that joy, friendship, and determination are universal.)
- Nelson Mandela by Meeg Pincus (Represents diversity by showing how one person's fight for justice and equality helped unite people of different races, languages, and backgrounds, teaching readers to value fairness, inclusion, and understanding.
- Westward Expansion Texts (represents genocide because it involved the intentional destruction of Native American peoples, lands, and cultures through violence, forced removal, and policies meant to erase their way of life.)

The K-2 ELA department, in partnership with the school district, has placed strong emphasis on providing a wide variety of decodable texts to support student reading development. These resources have been compiled in the following document with direct links and are also listed below for easy access. The majority of these materials are available as hard copies in classrooms, with plenty of extras stored within the building.

- UFLI
- ReadBright
- Power Readers
- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<ul style="list-style-type: none"> ● Students will practice Phoneme-Grapheme Mapping to connect sounds to letters and strengthen decoding skills. ● During Targeted Instruction Time, students will extend UFLI strategies, participate in DIBELS Small Group Activities, use Lexia Core5, and engage in Partner Reading to build fluency and comprehension. <p><i>Foundational Writing:</i></p> <ul style="list-style-type: none"> ● Students will use Turn and Talk to brainstorm and articulate ideas before writing. ● Students will engage in Peer Revisions, giving and receiving feedback to improve their writing. Students will use Rubrics to self-assess and guide their writing toward clear goals. ● Students will organize ideas using Graphic Organizers to plan and structure their writing. ● Students will participate in Shared and Interactive Writing Experiences, collaborating to model effective writing strategies. ● Students will celebrate their writing through Celebration Activities, such as Author’s Tea or Partner Sharing, to share their work with others. 	
--	--

<p>Unit 4:</p> <ul style="list-style-type: none"> ● Bend 1: Fairy Tales ● Bend 2: Teacher’s Choice 	<p>Duration: 30 Days</p>
---	---------------------------------

Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide extra time ● Pre-Teach vocabulary using visuals and gestures

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z

- Higher level turn and talk for class discussion

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
 - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Foundational Standards

- **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.
- **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.

Literature 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.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).
- **RL.IT.2.3** Describe how characters in a story respond to major events and challenges.
- **RL.TS.2.4** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- **RL.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** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.CT.2.8.** Compare and contrast two literary versions of the same story by different authors or authors from different cultures.
- **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.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.
- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.VL.2.2.** 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
- **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. (Students may look at data on volcanic explosions and earthquakes, which happen quickly and changing weather patterns, which occurs slowly and describe the key ideas that are presented in the data.)

Speaking and Listening

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- **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.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.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.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.

Language & Vocabulary

- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.2.2** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy,tell/retell).
- **L.VL.2.2.** 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.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Foundational Writing:

- **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.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

Interdisciplinary Connections

Social Studies

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

History, Culture, and Perspectives: Understanding Perspectives

- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

History, Culture, and Perspectives: Historical Sourcing and Evidence

- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.

Career Readiness, Life Literacies & Key Skills

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.2: Create a document using a word processing application.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

	reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
-------------------	--------------------------

<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● UFLI Progress Monitoring ● Demonstration of Learning ● DIBELS-8 Progress Monitoring ● Participation/Observation ● Questioning ● Discussion Circles ● Turn and Talks ● Anecdotal Records ● Reading Checklists <ul style="list-style-type: none"> ○ Unit 4 Bend 1 Checklist ● Visual Representations ● Individual Whiteboards ● Phonics Inventory ● Partner Reading ● Cumulative Activities / End of Unit Projects 	<p>Alternative Assessments:</p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> ● Oral Reading Fluency Application ● Fluency Assessment ● Reader’s Response Sentence Starters ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Teacher Created/Modified Vocabulary Assessments
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit 4 Bend 1 Assessment ● Daily UFLI Progress Monitoring Lesson Assessments ● DIBELS 8 Progress Monitoring ● Decoding Mastery Checkpoints ● Narrative SPO and Complete Paragraph (Rubric) ● Opinion SPO and Complete Paragraph (Rubric) 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● DIBELS 8 ● Lexia Core 5

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

Knowledge & Skills

Enduring Understandings:

Foundational Skills:

- Students use their knowledge of letters and sounds to read and spell words accurately.
- Understanding syllable types helps students decode and spell words correctly.
- Using the UFLI Sound Wall supports learning about phonemes and strengthens reading and spelling skills.

Reading (Literature & Informational):

- Fairy tales share common features, but cultural perspectives influence how those features are expressed in different versions of the same story.
- Readers can use context clues from surrounding sentences and illustrations to determine the meaning of unknown words or phrases.
- Illustrations and textual details work together to help readers understand the setting of a story.
- Comparing and contrasting story elements across two versions of the same tale helps readers gain a deeper understanding of the story.
- The setting of a story influences the plot and shapes how characters act and change across different stories.
- Analyzing character traits helps readers identify the moral or lesson of a story.
- Readers can interpret and discuss the themes of texts by using evidence from the story to support their thinking.
- Treating others the way they want to be treated positively influences relationships and interactions within a community.
- The characters in *Cinderella* reflect the lifestyle, clothing, and daily activities of people living in historical France.
- The characters in *Adelita* illustrate the daily life, clothing, and activities of people in historical Mexico.

Essential Questions:

Foundational Skills:

- How do we use our knowledge of letters and sounds to read and spell words?
- How do we use our knowledge of the syllable types to read and spell words?
- How to appropriately use the UFLI Sound Wall when learning about phonemes

Reading (Literature & Informational):

- What features define fairy tales, and how do different cultural perspectives shape their various versions?
- How can context clues from surrounding sentences and illustrations help us determine the meaning of an unknown phrase?
- How do illustrations and textual details contribute to our understanding of the setting in a story?
- How can comparing and contrasting the story elements of two versions of the same tale deepen our understanding of the story?
- How does the setting of a story influence its plot and character development in different stories?
- How can analyzing character traits help us uncover the moral or lesson of a story?
- How can we interpret and discuss the themes of two texts, and what evidence supports our interpretations?
- How does the principle of treating others the way they want to be treated influence our relationships and interactions?
- How do the characters in *Cinderella* reflect the lifestyle, clothing, and activities of people in historical France?
- How do the characters in *Adelita* illustrate the daily life, clothing, and activities of people in historical Mexico?
- How did different social statuses in

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

<ul style="list-style-type: none"> • Different social statuses in historical France and Mexico shaped individuals' opportunities, roles, and life experiences. • The characters in <i>The Rough-Faced Girl</i> provide insight into the lifestyle, clothing, and beliefs of a historical Native American tribe. <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> • Expanding sentences adds detail and improves the clarity of a simple paragraph. • Using varied and precise vocabulary makes writing richer and more engaging. • Effective introductory sentences include key details about characters and setting to orient the reader. • Strong closing sentences can be generated by reflecting on the introduction and important events in the paragraph. • A Single Paragraph Outline (SPO) can be developed into a complete, cohesive paragraph by organizing and expanding ideas. • Revising an introductory sentence helps improve clarity and captures the reader's interest. • Revising a closing sentence strengthens the paragraph by reinforcing its main ideas. 	<p>historical France and Mexico shape individuals' lives and experiences?</p> <ul style="list-style-type: none"> • How do the characters in <i>The Rough-Faced Girl</i> provide insights into the lifestyle, clothing, and beliefs of a historical Native American tribe? • How can one person's actions help protect the Earth and the living things on it? <p><u>Foundational Writing:</u></p> <ul style="list-style-type: none"> • How can sentence expansion enhance the detail and clarity of a simple paragraph? • In what ways can varying vocabulary improve the richness of our writing in a paragraph? • What elements should be included in introductory sentences to effectively introduce characters and setting? • What techniques can we use to generate effective closing sentences based on provided introductions and events? • How do we transform a Single Paragraph Outline (SPO) into a cohesive and complete paragraph? • What strategies can we employ to revise an introductory sentence for better clarity and engagement? • How can we effectively revise a closing sentence to reinforce the main ideas of a paragraph?
<p>Content: <i>Students will know...</i></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> • Students will know how to decode and spell words with the prefixes dis-, un-, re-, and pre-. • Students will know how to decode and spell words with the suffixes -ing, -ed, -er, and -est. • Students will know how to read and spell multisyllabic words containing open, closed, magic e, vowel team, and robot syllables. 	<p>Skills: <i>Students will be able to ...</i></p> <p>Foundational Skills: Students working on grade level will use phonics skills to accurately decode and spell words to read with understanding:</p> <ul style="list-style-type: none"> • Decode and spell words with prefixes: dis-, un-, re-, pre- • Decode and spell word with suffixes: -ing, -ed, -er, -est

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will know how to read and spell grade-level high-frequency words with irregular spelling patterns.
- Students will know that reading grade-level texts builds fluency and comprehension, leading to grade-level proficiency.
- Students will know how to identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills.
- Students will know how to use the UFLI Sound Wall and Sound Wall Mirrors to learn the correct mouth formation for each letter sound.
- Students will know how to use the UFLI Sound Wall and Mirrors to support reading, writing, and foundational literacy skills.

- Read and spell multisyllabic words that contain an open, closed, magic e, vowel team, and/or robot syllable.

Students working below grade level will focus on:

- blending and segmenting
- Alphabet review
- reading CVC words
- Review short vowels, digraphs, and the magic e (VCe) spelling pattern.
- Identify, spell, and read words with suffixes -es, -ed, and -ing.
- Identify, spell, and read compound words.
- Identify, spell, and read words with closed and open syllables, including two closed syllables and words with an open and closed syllable.
- Identify, spell, and read words with r-controlled vowels (ar, ir, or, ur, er / w + or).
- Identify vowel team syllables in one & two syllable words.
- Identify silent letters in one & two syllable words
- Identify prefixes & suffixes in words.
- Identify robot vowel teams in one & two syllable words
- Identify variant vowel teams in one & two syllable words
- Identify silent letters in one & two syllable words
- Identify contractions
- Identify suffixes & affixes
- Read and spell multisyllabic words that contain an open, closed, magic e, vowel team, and/or robot syllable.

- Read and spell grade-level high frequency words with irregular spelling patterns.
- Read grade level texts to build fluency and comprehension to obtain grade level proficiency.
- Identify, highlight, and read words with specific spelling patterns in decodable texts to reinforce phonics skills

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

Reading (Literature & Informational):

- Students will know the defining features of fairy tales and that fairy tales can have multiple versions shaped by different cultural perspectives.
- Students will know the fairy tale characteristics present in *Goldilocks and the Three Bears*.
- Students will know the fairy tale characteristics present in *Abuelo and the Three Bears* and understand how cultural perspectives influence different versions of the same tale.
- Students will know that context clues from surrounding sentences and illustrations can be used to determine the meaning of an unknown word or phrase.
- Students will know how to identify the gist of a story and recognize important vocabulary and figurative language with teacher support.
- Students will know how illustrations and text details contribute to understanding the setting of a story.
- Students will know that specific words and details in *Cinderella* are important because they help explain characters, events, and meaning in the story.
- Students will know the key details of the story *Adelita* and how those details support overall understanding of the text.
- Students will know that comparing and contrasting story elements across two versions of the same tale deepens understanding of the story.
- Students will know that the setting influences the plot and events in each story.

- Utilize the UFLI Sound Wall and the Sound Wall Mirrors to learn the appropriate mouth formation of each letter sound.
- Utilize the UFLI Sound Wall and Mirrors to support in reading, writing, and foundational skills

Reading (Literature & Informational):

- Explore the features that define fairy tales and understand that there can be many versions of a fairy tale written from different cultural perspectives.
- Identify fairy tale characteristics in the story *Goldilocks and the Three Bears*.
- Identify fairy tale characteristics in the story *Abuelo and the Three Bears* and understand that there can be many versions of a fairy tale written from different cultural perspectives.
- Figure out the meaning of an unknown phrase by studying the sentences and illustrations around it.
- Get the gist of the story and think about vocabulary and figurative language in a supportive setting.
- Study the illustrations and details from a text to demonstrate a better understanding of the setting.
- Demonstrate their understanding of the story “Cinderella” by explaining why certain words and details from the story are important.
- Get the gist of the story, *Adelita* and answer questions to demonstrate the understanding of the key details.
- Compare and contrast the story elements of two versions of the same story.
- Discuss the setting of both stories and analyze its impact on the story.
- Use character traits to determine the moral or lesson of a story.
- Interpret and discuss possible themes of the two texts and provide evidence to support their responses.
- Understand that good things come to people who are kind.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will know that character traits help reveal the moral or lesson of a story.
- Students will know that themes can be identified and discussed by using evidence from the text to support their ideas.
- Students will know that kindness and treating others well often lead to positive outcomes.
- Students will know what life was like long ago in France by examining how characters in *Cinderella* dressed, lived, and spent their time.
- Students will know what life was like long ago in Mexico by examining how characters in *Adelita* dressed, lived, and spent their time.
- Students will know that different social statuses in historical France and Mexico affected people's roles, opportunities, and daily lives.
- Students will know what life was like in a historical Native American tribe by examining the clothing, homes, daily life, and beliefs of the characters in *The Rough-Faced Girl*.

Foundational Writing:

- Students will know that sentence expansion can be used to add detail and elaborate on a simple paragraph.
- Students will know that varying vocabulary helps expand ideas and strengthen sentence quality within a paragraph.
- Students will know the purpose and structure of a Simple Paragraph Outline (SPO) by creating one to retell *Goldilocks and the Three Bears*.
- Students will know that effective introductory sentences include important details about the characters and setting.
- Students will know how sentence expansion can be applied to develop sentences in a paragraph about *Goldilocks and the Three Bears*.

- Understand what life was like long ago in France through the characters in *Cinderella* (how they dressed, the houses they lived in, and activities they did).
- Understand what life was like long ago in Mexico through the characters in *Adelita* (how they dressed, the houses they lived in, and activities they did).
- Understand about the different social statuses in France and Mexico long ago and how they impacted a person's life.
- Understand what life was like long ago in a Native American tribe through the characters in *The Rough-Faced Girl* (how they dressed, where they lived, and the different beliefs that they had).

Foundational Writing:

- Use sentence expansion to elaborate on a simple paragraph.
- Students will vary the vocabulary in sentences to elaborate on a simple paragraph.
- Create a simple SPO retelling the story *Goldilocks and the Three Bears*.
- Given a topic, they will generate additional introductory sentences that include the characters and setting.
- Use sentence expansion to expand the sentences that were written for the paragraph about *Goldilocks and the Three Bears*.
- Given an introduction sentence and events, they will generate additional Closing Sentences.
- Take their SPO and turn it into a complete paragraph.

Lakewood Public School District Curriculum Guide

Grade: 2nd	Content Area: ELA
------------	-------------------

<ul style="list-style-type: none"> • Students will know that closing sentences can be generated by reflecting on the introduction and key events. • Students will know that a Single Paragraph Outline (SPO) can be developed into a complete paragraph. • Students will know that revising an introductory sentence improves clarity and engages the reader. • Students will know that revising a closing sentence helps reinforce the main idea of a paragraph. 	<ul style="list-style-type: none"> • Revise an Introductory Sentence. • Revise a Closing Sentence.
---	--

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Students will participate in a Gallery Walk to explore and analyze different texts, making observations and taking notes as they move around the room. • Students will engage in Turn and Talk by discussing their thoughts, questions, and connections about a text with a partner. • Students will contribute to a Discussion Circle, sharing ideas and responding to peers to deepen their understanding of the text. • Students will use a Computerized Intervention Program to practice reading skills independently and receive immediate feedback. • Students will rotate through Centers, engaging in hands-on activities that reinforce reading strategies and comprehension. • Students will conduct research using the WonderWall, gathering information to answer questions and support their thinking. • Students will complete Reading Response activities to reflect on the text and demonstrate comprehension through writing or drawing. • Students will practice Phoneme-Grapheme Mapping to connect 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Cinderella by Marcia Brown (represents diversity because they show how different cultures tell their own versions of the same classic story.) • Adelita by Tomie DePaola (represents diversity because they show how different cultures tell their own versions of the same classic story.) • The Rough Faced Girl by Rafe Martin (represents diversity because they show how different cultures tell their own versions of the same classic story.) • Sophie’s Masterpiece by Eileen Spinelli • Finding Winnie by Lindsay Mattick • Goldilocks and the Three Bears (represent diversity because they show how different cultures tell the same story in their own unique ways — through language, food, family roles, and art.) • Abuelo and the Three Bears (represent diversity because they show how different cultures tell the same story in their own unique ways — through language, food, family roles, and art.) <p>Suggested Read Alouds:</p> <ul style="list-style-type: none"> • Greta and the Giants
--	--

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

sounds with letters and improve decoding and spelling skills.

- During Targeted Instruction Time, students will participate in focused literacy activities tailored to their instructional needs.
- Students will engage in DIBELS Small Group Activities to strengthen foundational reading skills.
- Students will work independently in Lexia Core5 to build reading proficiency through adaptive, skill-focused lessons.
- Students will play Letterland Games & Activities to practice letter sounds, phonics patterns, and word recognition.
- Students will participate in Partner Reading, taking turns reading aloud and providing support to each other.
- Students will access Epic to read digital books and build comprehension and fluency skills.
- Students will utilize Make, Take, Teach Resources to create literacy materials that reinforce reading skills and allow hands-on engagement.

Foundational Writing:

- Students will engage in Daily Picture Talk, observing and discussing images to generate ideas for writing.
- Students will participate in Turn and Talk to share their writing ideas and provide feedback to peers.
- Students will use Immersion Packets to explore a topic in depth and gather information for their writing.
- Students will conduct Peer Revisions, reading and offering constructive feedback on each other's work.
- Students will use Rubrics to guide and assess their writing for quality and completeness.
- Students will organize their ideas using Graphic Organizers/Thinking Maps to plan their writing.
- Students will engage in Shared & Interactive Writing Experiences, collaborating with peers and teachers to compose text.

Lakewood Public School District Curriculum Guide

Grade: 2nd

Content Area: ELA

- Students will take digital photographs of shared experiences to document learning and inspire writing.
- Students will participate in Celebration Writing Activities, such as Author’s Share and Partner Sharing, to share their work with others.
- Students will contribute to a Class Book, collaborating to create a cohesive collection of student writing.

Foundational Skills:

- Students will complete Quick Dash activities to rapidly practice phonics and high-frequency words.
- Students will play Guess Who? to reinforce letter-sound knowledge and phonemic awareness.
- Students will act as Word Detectives and complete Quick Coding activities to analyze word patterns and spelling.
- Students will participate in Live Reading, reading aloud to practice fluency and decoding skills.
- Students will participate in Live Spelling to practice spelling words accurately in real time.
- Students will complete Word Card Sorts to categorize and analyze words based on phonics patterns.
- Students will compete in Red Robot’s Reading Race to practice reading fluency and track progress.
- Students will use Letterland Software to reinforce letter-sound correspondence and phonics skills interactively.
- Students will engage in the Phoneme-Grapheme Mapping Routine to connect sounds and letters in meaningful ways.
- Students will practice Dictation, writing words and sentences dictated by the teacher to improve spelling and writing accuracy.