

<u>Marking Period 1 (MP1)</u>	ESL Curriculum Pacing Guide Grade 2
MP1 Standards for ESL	<p><u>WIDA English Language Development (ELD) Standards</u> represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>\</p> <p><u>ELD Standard 1: Language for Social and Instructional Purposes</u></p> <p>ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works <p><u>ELD Standard 2: Language for Language Arts</u> Grades 2-3 ELD-LA.2-3.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> • Identifying a central message from key details



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	<ul style="list-style-type: none"> Identifying how character attributes and actions contribute to event sequences Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Identifying the main idea and key details Referring explicitly to descriptions for themes and relationships among meanings Describing relationship between a series of events, ideas or concepts, or procedural steps <p><u>ELD Standard 5: Language for Social Studies:</u> Grades 2-3: ELD-SS.2-3.Explain.Interpretive</p> <p>Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> Determining types of sources for answering compelling and supporting questions about phenomena or events Analyzing sources for event sequences and/or causes/effects Evaluating disciplinary concepts and ideas associated with compelling or supporting questions
	<p><u>NJSLS-ELA</u></p> <p><u>Reading</u></p> <p>Key Ideas and Details</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>



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	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>Writing</u></p> <p>Text Types and Purposes</p> <p>NJSLS.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLS.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Language Arts Standards</p> <p>Range of Writing</p> <p>NJSLS.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Speaking & Listening</u></p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><u>Language</u></p>



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	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe</p> <p><u>NJSLS: Social Studies</u></p> <p><u>Civics, Government, and Human Rights: Civics and Political Institutions</u></p> <p>6.1.2. CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2. CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2. CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2. CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><u>Civics, Government and Human Rights: Participation and Deliberation</u></p> <p>6.1.2. CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2. CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p><u>Civics, Government and Human Rights: Processes and Rules</u></p> <p>6.1.2. CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2. CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2. CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p>



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	<p><u>Civics, Government and Human Rights: Civic Mindedness</u> 6.1.2. CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. • 6.1.2. CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><u>Geography, People, and the Environment: Human Population Patterns</u> 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).</p> <p><u>Geography, People, and the Environment: Spatial Views of the World</u> 6.1.2. Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 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). 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). 6.1.2. Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p><u>Social Studies Skills</u> Spatial Thinking- Determine locations of places and interpret information available on maps and globes. Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace.</p>
MP1 Topics	<p>The marking period focuses on the following essential questions: What is a responsible citizen? How can being a good citizen make a difference to others? Why do people need maps? What are urban, suburban, and rural areas? How are these areas different? What are the countries that make up North America? What are landforms? What are their climates?</p>



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MP1 Skills/Concepts	Skills/concepts: Central Idea, Setting, Discussion/Open Responses, Point of View, Theme, Make and Confirm Predictions, Writing: Personal Narrative
MP2 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 1 (MP1)</u>	SPA ELA Curriculum Pacing Guide Grade 2
MP1 Standards	<p><u>NJSLS-ELA</u></p> <p><u>Reading Domain (Literature)</u></p> <p>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.</p> <p>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).</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>Reading Domain (Informational)</u></p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p> <p>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.)</p>



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	<p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p><u>Language Domain</u> <i>Foundational Skills - Reading Language:</i></p> <p><i>Phonics and Word Recognition</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Decode regularly spelled two-syllable words with long vowels. B. Identify words with inconsistent but common spelling-sound correspondences. C. Recognize and read grade-appropriate irregularly spelled words. D. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). E. Identify the parts of high-frequency words that are regular and the parts that are irregular. <p><i>Fluency</i></p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. <p><i>Foundational Skills - Writing Language:</i></p> <p><i>Sound-Letter Basics</i></p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck. ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p><i>Spelling</i></p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p>



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	<p>A. Regular, single-syllable words that include:</p> <ul style="list-style-type: none"> i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). v. Contractions (we'll; I'm; they've; don't). vii. Plurals and possessives (its, it's). <p>B. Regular two- and three-syllable words that:</p> <ul style="list-style-type: none"> i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). <p>C. Most often used words in English:</p> <ul style="list-style-type: none"> i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have). <p><i>Sentence Composition (Grammar, Syntax, and Punctuation)</i></p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Supply adjectives in noun phrases to make them more precise or engaging. C. Use an apostrophe to form contractions and frequently occurring possessives. D. With assistance, link sentences into a simple, cohesive paragraph with a main idea. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> 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). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>



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	<p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>Writing Domain</u></p> <p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>A. Introduce an opinion.</p> <p>B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p> <p><u>Speaking and Listening Domain</u></p>



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	<p>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.)</p> <ul style="list-style-type: none"> 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. <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
MP1 Topics	<p>The Modules “Como ser un buen ciudadano,” “Mira y Explora” and “Pongamonos de acuerdo” will address standards in Foundational Skills, Reading, Writing, Speaking and Listening. The modules will address the following essential questions: “Como un buen ciudadano puede hacer la diferencia?” “Como explorando nos ayuda a comprender el mundo que nos rodea?” and “Como Podemos resolver conflictos?” The Modules also focus on the Learning Mindsets <i>Pertencia</i>, <i>Curiosidad</i>, and <i>No rendirse</i>. Each week, students will listen to read aloud texts as well as read interactive reading selections. Students will be exposed to Personal Narratives, Informational Texts, Fantasies, Biographies, Realistic Fiction, Narrative Nonfiction, Poetry, Drama, Fine Art, and Infographics that will build and strengthen comprehension while creating an engaging reading experience.</p> <ul style="list-style-type: none"> • Module 1: Como un buen ciudadano puede hacer la diferencia? • Module 2: Como explorando nos ayuda a comprender el mundo que nos rodea? • Module 3: Como Podemos resolver conflictos?



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MP1 Skills/Concepts	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulary: Students will write dictated words. Spelling with silabas cerradas y abiertas, Palabras con V y b, palabras con r y rr, palabras con c. q y k, palabras con g fuerte, Palabras con g suave.</p> <p>Language Arts: Students will complete sentences with the correct form of the given word. Items will include Sujetos y Predicados; Sufijos.</p> <p>Reading: Reading Passage and Multiple-Choice Questions on idea central, propósito del autor, ambiente, personajes, inferencias, claves de contexto</p> <p>Writing: Respond to Reading Task</p>
MP1 Core Materials	Houghton Mifflin Harcourt



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MP2 Standards for ESL	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p><u>ELD Standard 1: Language for Social and Instructional Purposes</u> <u>Grades K-3</u> ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works <p><u>ELD Standard 2: Language for Language Arts</u> <u>Grades 2-3</u> ELD-LA.2-3.Narrate.Interpretive</p>



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	<p>Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps <p><u>ELD Standard 5: Language for Social Studies:</u> Grades 2-3: ELD-SS.2-3.Explain.Interpretive</p> <p>Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining types of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for event sequences and/or causes/effects • Evaluating disciplinary concepts and ideas associated with a compelling or supporting questions <hr/> <p>NJSLS-ELA</p> <p><u>Reading</u> Literature Key Ideas and Details RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. Integration of Knowledge and Ideas RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><u>Informational</u></p>



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	<p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>Writing</u></p> <p>Text Types and Purposes</p> <p>NJSLS.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLS.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLS.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 2
	<p>Range of Writing NJSLS.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Speaking & Listening</u> SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Presentation of Knowledge and Ideas SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Language</u> L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe</p> <p>NJSLS- Social Studies <u>Civics, Government, and Human Rights</u></p>



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	<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><u>Geography, People, and the Environment</u></p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><u>Economics, Innovation, and Technology</u></p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><u>History, Culture, and Perspectives</u></p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><u>Social Studies Skills</u></p> <p>Chronological Thinking- Explain how the present is connected to the past.</p> <p>Critical Thinking- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)</p> <p>Spatial Thinking- Determine locations of places and interpret information available on maps and globes.</p> <p>Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace.</p>
<p>MP2</p> <p>Topics</p>	<p>The marking period focuses on the following essential questions:</p> <ul style="list-style-type: none"> • How can exploring beginnings help us understand the present? • Who are heroes? How do heroes improve our lives?



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 2
MP2 Skills/Concepts	Skills/concepts: Theme, Retell, Story Structure, Cause and Effect, Text Features, Text Organization Writing: Opinion Writing
MP2 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 2 (MP2)</u>	SPA ELA Curriculum Pacing Guide Grade 2
MP2 Standards	<p><u>NJSLA- ELA</u> <u>Reading Domain (Literature)</u> 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. RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>Reading Domain (Informational)</u> 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 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.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p><u>Language Domain</u> Foundational Skills - Reading Language:</p> <p>Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> B. Know spelling-sound correspondences for common vowel teams. C. Decode regularly spelled two-syllable words with long vowels. D. Decode words with common prefixes and suffixes. E. 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. <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. <p>Foundational Skills - Writing Language:</p> <p>Sound-Letter Basics</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> B. Write legibly and with sufficient fluency to support composition. C. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p>Spelling</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words that include: <ul style="list-style-type: none"> i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 2
	<ul style="list-style-type: none"> ii. Complex consonant blends (scr, str, squ). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). <p>B. Regular two- and three-syllable words that:</p> <ul style="list-style-type: none"> i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). <p>C. Words with suffixes that require:</p> <ul style="list-style-type: none"> i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). <p>D. Most often used words in English:</p> <ul style="list-style-type: none"> i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have). <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> 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. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> C. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. D. Compare formal and informal uses of English. <p>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.</p> <ul style="list-style-type: none"> D. Use sentence-level context as a clue to the meaning of a word or phrase.



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>E. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>F. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>Writing Domain</u></p> <p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>D. Introduce an opinion.</p> <p>E. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>F. Provide a conclusion.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>D. Introduce a topic clearly.</p> <p>E. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>F. Provide a conclusion.</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>D. Identify audience and purpose before writing.</p> <p>E. Participate in self-evaluation of written work.</p>



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	<p>F. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>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.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p> <p><u>Speaking and Listening Domain</u></p> <p>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.)</p> <p style="padding-left: 40px;">D. 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).</p> <p style="padding-left: 40px;">E. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">F. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 2
MP2 Topics	<p>The Modules “Pongamonos de acuerdo,” “Habia una vez,” “Toma la iniciativa” and “Hablemos del estado del tiempo” will address standards in Reading, Writing, Language, Speaking and Listening. The modules will address the following essential questions: “How can people work out disagreements?” “What lessons can we learn from the characters in stories?” “What are the qualities of a good leader?” and “How does weather affect us?” The Modules also focus on the Learning Mindsets <i>Growth, Seeking Challenges, and Noticing</i>. Each week, students will listen to read aloud texts as well as read interactive reading selections. Students will be exposed to Personal Narratives, Informational Texts, Fantasies, Biographies, Realistic Fiction, Narrative Nonfiction, Poetry, Drama, Fine Art, and Infographics that will build and strengthen comprehension while creating an engaging reading experience..</p> <ul style="list-style-type: none"> ○ Module 3: ¿Cómo Podemos resolver los desacuerdos?” ○ Module 4: ¿Qué lecciones Podemos aprender de los personajes de los cuentos? ○ Module 5: ¿Cuáles son las características de un buen líder? ○ Module 6: ¿Cómo nos afecta el estado del tiempo?
MP2 Skills/Concepts	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulary: Dictation Words and Sentences on Phonics Skills and HFW</p> <p>Language Arts: (May include Prefijos pre-, in-, im-; Terminaciones de los verbos en singular, plural; Verbos en pasado y futuro y palabras que describen personas, lugares y cosas (incluyendo días de la semana, meses y días festivos)</p> <p>Reading: Reading Comprehension Skills: (May include organizacion del texto, inferencia, estructura d ela historia, proposito del autor, causa y efecto, lenguaje figurado, personajes, sintetizar, características del texto)</p> <p>Writing: Opinion Task Writing</p>
MP2 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 2
MP3 Standards for ESL	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p><u>ELD Standard 1: Language for Social and Instructional Purposes</u> <u>Grades K-3</u></p> <p>ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> · Share ideas about one's own and others' lived experiences and previous learning · Connect stories with images and representations to add meaning · Ask questions about what others have shared · Recount and restate ideas · Discuss how stories might end or next steps <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> · Define and classify objects or concepts · Describe characteristics, patterns, or behavior · Describe parts and wholes · Sort, clarify, and summarize ideas · Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> · Share initial thinking with others · Follow and describe cycles in diagrams, steps in procedures, or causes and effects · Compare and contrast objects or concepts · Offer ideas and suggestions · Act on feedback to revise understandings of how or why something works <p><u>ELD Standard 2: Language for Language Arts</u></p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
	<p>Grades 2-3 ELD-LA.2-3.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> · Identifying a central message from key details · Identifying how character attributes and actions contribute to event sequences · Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <p>ELD-LA.2-3.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> · Identifying the main idea and key details · Referring explicitly to descriptions for themes and relationships among meanings · Describing relationship between a series of events, ideas or concepts, or procedural steps <p><u>ELD Standard 5: Language for Social Studies:</u> Grades 2-3: ELD-SS.2-3.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> · Determining types of sources for answering compelling and supporting questions about phenomena or events · Analyzing sources for event sequences and/or causes/effects · Evaluating disciplinary concepts and ideas associated with a compelling or supporting questions <hr/> <p>New Jersey Student Learning Standards Reading Domain (Literature): 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.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
	<p>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.</p> <p>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.</p> <p>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.</p> <p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>Reading Domain (Informational):</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p> <p>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.</p> <p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p>Language Domain Foundational Skills – Reading Language:</p> <p>Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
	<p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</p> <p>G. Identify the parts of high-frequency words that are regular and the parts that are irregular.</p> <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Foundational Skills – Writing Language:</p> <p>Sound-Letter Basics</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:</p> <p>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</p> <p>ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.</p> <p>Spelling</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <p>i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).</p> <p>ii. Complex consonant blends (scr, str, squ).</p> <p>iv. Vowel-r combinations (turn, star, third, four/for).</p> <p>v. Contractions (we’ll; I’m; they’ve; don’t).</p> <p>vi. Homophones (bear, bare; past, passed).</p> <p>vii. Plurals and possessives (its, it’s).</p> <p>B. Regular two- and three-syllable words that:</p> <p>i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).</p> <p>ii. Are compounds comprising familiar parts (houseboat; yellowtail).</p> <p>C. Words with suffixes that require:</p> <p>i. consonant doubling (penning, slimmed).</p> <p>ii. dropping silent-e (smiled, paving).</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
	<p>D. Most often used words in English:</p> <ul style="list-style-type: none"> i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have). <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> 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. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> 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). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
	<p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Writing Domain:</p> <p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>A. Introduce an opinion.</p> <p>B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>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.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
	<p>Speaking and Listening Domain:</p> <p>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.)</p> <p>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).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>MP3</p> <p>Topics</p>	<p>The marking period focuses on the following essential questions:</p> <ul style="list-style-type: none"> • Social Studies connections: Students explore African American studies by learning about everyday experiences and perspectives, building understanding that connects literature to year-round social studies learning • Career: students learn how people's interests can lead to important careers and how one experience can shape future work.
<p>MP3</p> <p>Skills/Concepts</p>	<p>Skills/concepts: Text Features, Point of View, Make Inferences, Central Idea, Ideas and Support, Author's Purpose, Vocabulary, Text Organization (Cause and Effect, Compare and Contrast), Evaluate</p> <p>Writing: Explanatory Writing</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 2
MP3 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 3 (MP3)</u>	SPA ELA Curriculum Pacing Guide Grade 2
MP3 Standards	<p><u>NJSLA- ELA</u> <u>Reading Domain (Literature):</u></p> <p>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.</p> <p>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).</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>Reading Domain (Informational):</u></p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>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.</p> <p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p><u>Language Domain</u> <i>Foundational Skills – Reading Language:</i></p> <p><i>Phonics and Word Recognition</i></p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p><i>Fluency</i></p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. <p><i>Foundational Skills – Writing Language:</i></p> <p><i>Sound-Letter Basics</i></p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition.



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:</p> <ul style="list-style-type: none"> i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p><i>Spelling</i></p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words that include: <ul style="list-style-type: none"> i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: <ul style="list-style-type: none"> i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). C. Words with suffixes that require: <ul style="list-style-type: none"> i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: <ul style="list-style-type: none"> i. Irregular words (against, many, enough, does). <p><i>Sentence Composition (Grammar, Syntax, and Punctuation)</i></p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> 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.



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>C. Supply adjectives in noun phrases to make them more precise or engaging.</p> <p>D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.</p> <p>E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.</p> <p>F. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.</p> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>B. Compare formal and informal uses of English.</p> <p>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.</p> <p>A. 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).</p> <p>B. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>C. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>D. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>Writing Domain:</u></p> <p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <ul style="list-style-type: none"> 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. <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> 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. <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> 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. <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <ul style="list-style-type: none"> 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. <p>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.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 2
	<p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p> <p><u>Speaking and Listening Domain:</u></p> <p>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.)</p> <ul style="list-style-type: none"> 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. <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>



Marking Period 3 (MP3)	SPA ELA Curriculum Pacing Guide Grade 2
MP3 Topics	<p>The Modules “Hablemos del estado del tiempo,” “Todos tenemos una historia,” “Tiempo de crecer” and “Hogar dulce hogar” will address standards in Reading, Writing, Language, Speaking and Listening. The modules will address the following essential questions: “How does weather affect us?” “How do our experiences shape our lives?” “What do plants need to live and grow?” and “How do living things in a habitat depend on each other?” The Modules also focus on the Learning Mindsets Noticing, Resilience, Setting Goals, and Asking for Help. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing Workshop component also features mentor texts which will provide students with a model on procedural text and poetry. Students will be exposed to Personal Narratives, Informational Texts, Fantasies, Biographies, Realistic Fiction, Narrative Nonfiction, Poetry, Drama, Fine Art, and Infographics that will build and strengthen comprehension while creating an engaging reading experience. Teacher-directed instruction, differentiated instruction and collaborative learning will increase a student’s ability to collect information and gain meaning through reading and writing. Through the Read Alouds, Interactive and Mentor Texts, students will be given the opportunity to make connections to the world around them as well as respond to literature in a purposeful way.</p> <ul style="list-style-type: none"> • Module 6: Como nos afecta el estado del tiempo? • Module 7: Como moldean nuestras vida las experiencias? • Module 8: Que necesitan las plantas para vivir y crecer?
MP3 Skills/Concepts	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulary: Dictation Words and Sentences on Phonics Skills and HFW</p> <p>Language Arts: Combinaciones fr, cr, dr y sufijos -ido, -ida, -ado, -ada ; Combinaciones cl, bl, pl, Adjectivos y Articulos, Sufijos –able, -ible- ; sufijos -ido, -ida, -ado, -ada Verbos en pasado y presente</p> <p>Reading: Reading Comprehension Skills: Caracteristicas del texto, hacer inferencias, Idea principal, Ideas y apoyo, Causa y efecto, Proposito del autor, Vocabulario y Comparar y Contrastar, Evaluar</p> <p>Writing: Eplanatory Writing</p>
MP3 Core Materials	Houghton Mifflin Harcourt



