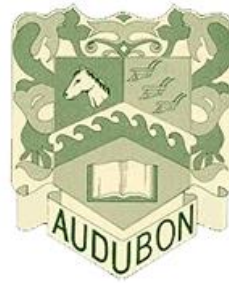


Audubon Public Schools



Grade 2: English Language Arts

Curriculum Guide

Developed by:

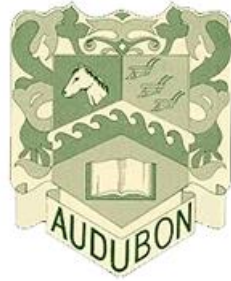
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Course Description

Grade 2: English Language Arts

In grade two, students build upon concepts and skills to become fluent readers. Students will read leveled texts and apply decoding, comprehension and vocabulary strategies within a wide variety of literary and informational text. Students will work through the writing process to plan and write in a variety of genres, which demonstrate basic conventions of second grade writing. Students will develop and demonstrate command of the conventions of standard English grammar and usage when reading, writing, speaking and listening. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth; including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language	Foundational
Unit 1/ trimester 1	Focus standards (Objectives)	RL 2.1 RL 2.2 RL 2.5 RL 2.7 RL 2.10	RI 2.1 RI 2.4 RI 2.5 RI 2.10	W2.1 W.2.3 W.2.-5	S.L.2.1.A-C S.L.2.2 S.L.2.3	L.2.1.A-F L.2.3.A L.2.4.A,B L.2.5.A,B	RF.1.2.A RF.1.2.B RF.1.3.A RF.1.3.B RF.1.3.E RF. 2.3.C-E RF 2.4 A-C
	Ancillary standards (Review)						

Unit 2/ trimester 2	Focus standards (Objectives)	RL 2.3 RL 2.4 RL 2.10	RI 2.2 RI 2.3 RI 2.6 RI 2.7 RI 2.8 RI 2.9 RI 2.10	W.2.2 W.2.5 W.2.8	S.L.2.2 S.L.2.3 S.L.2.4 S.L.2.5 S.L.2.6	L.2.1.A L.2.2.B,D,E L.2.4.C,D L.2.6	RF 2.3 A-E RF 2.4 A-C
	Ancillary standards (Review)	RL 2.1 RL 2.2 RL 2.5 RL 2.7	RI 2.1 RI 2.4 RI 2.5	W2.1 W.2.3	S.L.2.1.A-C	L.2.1.A-F L.2.3.A L.2.4.A,B L.2.5.A,B	
Unit 3/ trimester 3	Focus standards (Objectives)	RL 2.3 RL 2.4 RL 2.6 RL 2.9 RL 2.10	RI 2.9 RI 2.10	W.2.5 W.2.6 W.2.7	S.L.2.3 S.L.2.4 S.L.2.5 S.L.2.6	L.2.1.E L.2.2.A,C L.2.4.E L.2.6	RF 2.3 A-E RF 2.4 A-C
	Ancillary standary (review)	RL 2.1	RI 2.1 RI 2.5 RI 2.8	W.2.1 W.2.2 W.2.3 W.2.8	S.L.2.1.A-C S.L.2.2	L.2.1.A L.2.2.B,D,E L.2.4.C,D L.2.6	

Subject: ELA	Grade: 2	Unit: 1	1st Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
<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>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>	<ul style="list-style-type: none"> ● Create questions about an important idea within the text (using who, what, where when, why, and/or how) ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions 	
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>		<ul style="list-style-type: none"> ● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables ● Determine what lesson of the story is teaching 	
	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration ● Define words and phrases specific to grade 2 	
<p>RL.2.5. 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.</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>	<ul style="list-style-type: none"> ● Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends ● Describe the parts of a story (beginning and end) ● Describe how the parts of the story build from beginning to end <p>RI.2.5:</p> <ul style="list-style-type: none"> ● Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information 	

		<ul style="list-style-type: none"> ● Identify which text features help you find important information about what you're reading ● Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text
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.		<ul style="list-style-type: none"> ● Utilize information from illustrations, pictures and words from print or digital text ● Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
Focus Standards: Writing		Unit 1 Writing Critical Knowledge and Skills
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.		<ul style="list-style-type: none"> ● Include an introduction statement ● State opinion and reasons that support the opinion ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● End with a closing statement
		<ul style="list-style-type: none"> ● Include an introduction statement

<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● End with a closing statement
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</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.2.1.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>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts

<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>	<ul style="list-style-type: none"> ● Demonstrate careful listening in order to describe or recount what is heard ● Describe key ideas or details from a text or presentation when presented orally ●
<p>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>	<ul style="list-style-type: none"> ● Ask questions about what a speaker is saying to clarify, gather or deepen understanding ● Answer questions in order to clarify or gain further information
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.2.1.A. Use collective nouns (e.g., group). ● L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ● L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves). ● L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. ● L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the 	<ul style="list-style-type: none"> ● Define and identify collective nouns in sentence ● Use collective nouns in student writing pieces ● Identify irregular plural nouns used when reading, writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns when writing or speaking ● Identify reflexive pronouns when reading, writing or speaking ● Classify pronouns as reflexive ● Accurately use reflexive pronouns when writing or speaking ● Identify irregular verbs in the past tense used when writing or speaking ● Classify verbs in the past tense as regular or irregular ● Form and use common irregular verbs in the past tense when writing or speaking ● Define and identify adjectives and adverbs when reading, writing or speaking

<p>movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> ● Classify adjectives and adverbs in sentences ● Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking ● Define and identify simple and compound sentences when reading ● Classify sentences as simple or compound ● Expand and rearrange complete, simple and compound sentences when writing and speaking
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<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> <ul style="list-style-type: none"> ● L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. ● L.2.4.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). 	<ul style="list-style-type: none"> ● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words ● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings ● Identify the connections of words to real-life experiences

<ul style="list-style-type: none"> ● L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). ● L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
Focus Standards: Foundational Skills	Critical Knowledge and Skills
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> ● RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words. ● RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	<ul style="list-style-type: none"> ● Identify the long and short vowel sounds in words ● Explain the difference between the long and short vowel sounds ● Produce the sound for each letter and blend to make a word ● Discern letter sounds at the beginning, middle, and end of words ● Take apart a word by sounds
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. ● RF.1.3.B. Decode regularly spelled one-syllable words. ● RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds 	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Use specific strategies to decode words using syllables

<ul style="list-style-type: none"> ● RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. 	<ul style="list-style-type: none"> ● Recognize the vowel sound in every syllable
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● RF.2.3.C. Decode words with common prefixes and suffixes. ● RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences ● RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> ● Utilize strategies for decoding words with affixes in texts ● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts ● Utilize strategies for decoding irregularly-spelled words in texts ● Determine if the word looks and sounds right and makes sense ● Search for chunks and say them ● Focus on the beginning and/or end of the word and try again, when having difficulty
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● RF.2.4.A. Read grade-level text with purpose and understanding. ● RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature Letters ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ Somebody, wanted, but, so, then ○ RTL graphic organizer ● R- Scholastic News written comprehension questions ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading 	<ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author’s Share ● L-Writing On Demand pieces ● F- Unit assessments ● F- Trick word assessments
<p>Suggested Primary Resources</p>	<p>Suggested Supplemental Resources</p>
<ul style="list-style-type: none"> ● R- Guided Reading books ● R- Scholastic News ● W- Lucy Calkins/ Medford adaptation ● W- Mastering the Mechanics ● W-6+1 Traits Toolkit ● L- Writing workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages 	<ul style="list-style-type: none"> ● R/ W - Mentor texts- How I Spent My Summer Vacation; My Father’s Hands; Dream Weaver; Puddles; Sheila Rae the Brave ; Do Unto Otters; Stand Tall, Molly Lou Melon; I like Myself; Giraffes Can’t Dance; Owl Moon, The Leaving Morning, Kitten’s First Full Moon; Wemberly Worried, Chester’s Way, Owen, Shh, Jessica, Chrysanthemum; Weekend With Wendell, Julius Baby of the World, Lilly’s Purple Plastic Purse, Thankful by Eileen Spinelli and The Thankful Book by Todd Parr; Turkey Trouble; Bucketfiller book; ● R- Booklet- History of Veteran’s Day ● R- The Daily Five (resource book) ● R- Fluency/ Poetry folder ● R- Smart Board file- Nonfiction text features

	<ul style="list-style-type: none"> ● R- anchor chart- Nonfiction text features ● R- nonfiction text features resource packet ● W- teacher model ● W- Graphic organizers- Map of Heart/ Can't live without (to generate writing ideas); OREO- opinion; ● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre; ● W- Youtube videos- - https://www.youtube.com/watch?v=FIyt5pEcE_g (fact vs opinion); ● W- Daily 5 writing resources and prompts ● L/F Youtube videos- parts of speech- Schoolhouse Rock videos; irregular verbs and nouns; word families, bonus letter video; ed endings; ● L/F- Smart board files to teach skills- ex- parts of speech; Irregular verbs; Irregular plural nouns; proper vs common nouns; ● L/F- Daily 5 word word activities, resources ,games ● R/W/L/F- Daily 5 anchor charts
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Cross-Curricular Connections

<ul style="list-style-type: none"> ● Scholastic News ● National Geographic magazine ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted <ul style="list-style-type: none"> ○ Read alouds in science and social studies- beginning of the year books about kindness, friendship, how to share, etc; How Many Days to America?; Thanksgiving books; Books about Hanukkah, Kwanzaa, and Diwali; ● STEM writing ● Math journal writing ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted
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- Theme/ art- Johnny Appleseed; Columbus Day ; Veteran’s Day; Thanksgiving; Hanukkah, Kwanzaa, Diwali; Reindeer
- Teach and assess language and foundational skills during writing workshop

Enduring Understanding

Essential Questions

- RI/RL.2.1 Good readers ask and answer questions to help understand the text.
- RL.2.2 Good readers use central messages to determine meaning.
- RI.2.4 Good readers determine meaning within text(s).
- RL.2.5. Good readers describe how a story builds from beginning to end.
- RI.2.5. Good readers use various methods to locate key information within a text.
- RL.2.7. Good readers use illustrations to gain a better understanding of characters, setting and plot.
- RL.2.10 Good readers read and comprehend literature text at grade level or above complexity with scaffolding.
- RI.2.10. Good readers read and comprehend informational text at grade level or above complexity with scaffolding.

WRITING:

- W2.1 Good writers introduce a topic, state an opinion, supply reason(s), use linking words and provide a conclusion in opinion pieces.
- W2.3 Good writers recount well-elaborated events & experiences in sequence that include details, thoughts, feelings and closure in narrative pieces.
- W2.5 Good writers strengthen their writing through self-reflection, editing and revising with support from adults and peers.

- RI/RL.2.1 What kinds of questions do good readers ask about a text?
- RL.2.2 How do good readers use central message(s) for understanding?
- RI.2.4 Which strategies do good readers use to determine meaning?
- RL.2.5. What evidence do good readers provide to describe a story from beginning to end?
- RI.2.5. What methods do good readers use to locate key information?
- RL.2.7. How do good readers use illustrations for better understanding?
- RL.2.10 What skills do good readers demonstrate to promote grade level or above reading and comprehension for literature?
- RI.2.10. What skills do good readers demonstrate to promote grade level or above reading and comprehension for informational text?

WRITING:

- W2.1 What type of strategies do good writers use when stating an opinion?
- W2.3 How do good writers describe a narrative story?
- W2.5 What techniques do good writers use to strengthen their writing?

Subject: ELA	Grade: 2	Unit: 2	2nd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> ● Identify the main idea and overall focus of a multi-paragraph text ● Determine the main idea of the text ● Determine the important ideas in the text ● Determine the details that lead to the main idea 	
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	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>RL.2.3:</p> <ul style="list-style-type: none"> ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Analyze their reactions to story events ● Identify how the characters solve a problem or challenges <p>RI.2.3:</p> <ul style="list-style-type: none"> ● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Compare and contrast ideas from the text 	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, , repeated lines) supply rhythm and meaning in a story, poem, or song.		<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration 	

	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> ● Determine the text’s main purpose according to what the author wants the reader to know
	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text	<ul style="list-style-type: none"> ● Utilize information from illustrations, diagrams or images from informational text. ● Explain how illustrations, diagrams or images clarify the text
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> ● Identify the main points in a text ● Identify reasons that the authors uses to support the main points in a text ● Evaluate how or why the author uses the reasons to support the main points in a text
	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> ● Identify the most important points in the text ● Find similarities and differences in those points when reading texts on the same topic
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

complexity or above, with scaffolding as needed.	scaffolding as needed.	
Focus Standards: Writing		Critical Knowledge and Skills
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.		<ul style="list-style-type: none"> ● Gather facts, choose best facts to use, and present facts in a clear sequence ● Include an introductory state ● Describe order of events using transition words (e.g. first, next, then, last) ● Incorporate facts and definitions ● Use linking words (e.g., because, and, also) ● End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.		<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.		<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
Focus Standards: Speaking and Listening		Critical Knowledge and Skills
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media		<ul style="list-style-type: none"> ● Demonstrate careful listening in order to describe or recount what is heard ● Describe key ideas or details from a text or presentation when presented orally
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.		<ul style="list-style-type: none"> ● Ask questions about what a speaker is saying to clarify, gather or deepen understanding ● Answer questions in order to clarify or gain further information

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> ● Demonstrate storytelling techniques ● Report relevant facts and details about experience ● Provide clear thoughts and emotion
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.	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
Focus Standards: Language	Critical Knowledge and Skills
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ● L.2.1.A. Use collective nouns (e.g., group). 	<ul style="list-style-type: none"> ● Define and identify collective nouns in sentences ● Use collective nouns in student writing pieces
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● L.2.2.B. Use commas in greetings and closings of letters. ● L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). ● L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings 	<ul style="list-style-type: none"> ● Define and identify greetings and closings in letters (salutation) ● Use commas appropriate to offset greetings and closings in letters ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one’s own spelling
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. <ul style="list-style-type: none"> ● L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 	<ul style="list-style-type: none"> ● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words ● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words

<ul style="list-style-type: none"> ● L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 	
<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 (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary (gathered from discussions as well as text) ● Make purposeful language choices to communicate in an effective way ● Utilize adjectives and adverbs to describe where necessary
<p>Focus Standards: Foundational Skills</p>	<p>Critical Knowledge and Skills</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"> ● RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (● RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. ● RF.2.3.C. Decode words with common prefixes and suffixes. ● RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences ● RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> ● Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams ● Utilize strategies for decoding two-syllable words in texts ● Utilize strategies for decoding words with affixes in texts ● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts ● Utilize strategies for decoding irregularly-spelled words in texts ● Determine if the word looks and sounds right and makes sense ● Search for chunks and say them ● Focus on the beginning and/or end of the word and try again, when having difficulty
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● RF.2.4.A. Read grade-level text with purpose and understanding. ● RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary

<ul style="list-style-type: none"> ● RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
Ancillary Standards	
RL2. 1,2. 2, 2.5, 2.7, 2.10; RI 2.1, 2.4, 2.5, 2.10 W2.1, W.2.3	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature Letters ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ Somebody, wanted, but, so, then ○ RTL graphic organizer ● R- Scholastic News written comprehension questions ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading ● Speaking presentation for Student Led Conferences 	<ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author’s Share ● L-Writing On Demand pieces ● F- Unit assessments ● F- Trick word assessments ●
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● R- Guided Reading books ● R- Scholastic News ● W- Lucy Calkins/ Medford adaptation ● W- Mastering the Mechanics 	<ul style="list-style-type: none"> ● Hanukkah, Kwanzaa, Las Posadas, Christmas informational reading ; Brainpop video- Winter Holidays; Books- <u>7 Candles for Kwanzaa</u>; <u>Trees of the Dancing Goats</u>; <u>One Candle</u>; <u>The Night of Las Posadas</u> ; Youtube- Sesame Street Kwanzaa; December

- W-6+1 Traits Toolkit
- L- Writing workshop
- F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages

holidays- graphic organizer for writing; Internet research to winter holidays

- Reindeer informational reading
- R/ W- Mentor texts- The Relatives Came; The SNowy Day, Sheila Rae the Brave, A Weekend With Wendell, Chrysanthemum, Hey Little Ant ; fairy tale books to compare- Cinderella and Dinorella; ; Snowmen at Night; Hey Little Ant; Dr. seuss books
- R- Fluency/ Poetry folder
- Books- Martin’s Big Words; My Brother Martin; My Daddy, Dr. Martin Luther King Jr.
- Student Led Conference sheets,
- R- Smart Board file- Nonfiction text features;
- R- anchor chart-
- R/ W- animal reports
- W- teacher model
- W- Graphic organizers- Reindeer facts- reindeer eat, live, etc; Hey Little Ant; OREO;
- W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don’t Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre; 5 senses;
- W- Youtube videos- -
- W- Daily 5 writing resources and prompts
- L/F Youtube videos-
- L/F- Smart board files to teach skills- ex-
- L/F- Daily 5 word word activities, resources ,games
- R/W/L/F- Daily 5 anchor charts

Cross-Curricular Connections

- Scholastic News
- National Geographic magazine
- Read alouds in science and social studies- Books about Hanukkah, Kwanzaa, and Diwali; Brainpop Jr- December Holidays;
- STEM writing
- Math journal writing
- Theme/ art- Hanukkah, Kwanzaa, Diwali; Reindeer ; Valentine’s Day
- Teach and assess language and foundational skills during writing workshop

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● RI.2.2. Good readers identify the main topic of a multiparagraph text. ● RL.2.3 Good readers use key details to describe how characters respond to events & challenges within a story. ● RI.2.3 Good readers describe the connections between a series of historical events, scientific ideas/concepts or steps in technical procedures. ● RL.2.4.Good readers describe how words & phrases supply rhythm and meaning in a story, poem, or song. ● RI.2.6.Good readers identify the main purpose of a text to include what the author wants to answer, explain or describe. ● RI.2.7. Good readers explain how specific illustrations and images contribute to and clarify a text. ● RI.2.8 Good readers describe & identify logical connections of how reasons support specific points the author makes. 	<ul style="list-style-type: none"> ● RI.2.2. What strategies do good readers use to identify the main topic of a multiparagraph text? ● RL.2.3 What examples of key details do good readers provide to describe character responses to events & challenges in a story? ● RI.2.3 How do good readers describe connections between historical events, scientific ideas/concepts & steps in technical procedures in a text? ● RL.2.4. What evidence do good readers present to describe how words & phrases supply rhythm and meaning in a story, poem, or song? ● RI.2.6. What skills do good readers use to identify the main purpose of a text that demonstrates what the author wants to answer, explain or describe? ● RI.2.7. How do good readers use illustrations and images to clarify the meaning of a text? ● RI.2.8 What strategies will good readers use to identify & describe logical connections of reasons and specific points from an author? ● RI.2.9 What important points do good readers present to compare & contrast two texts on the same topic? ● RL.2.10 Which strategies/concepts do good readers apply to read & comprehend literature stories & poetry at grade level complexity or above?

- RI.2.9 Good readers compare & contrast important points presented by two texts on the same topic.
- RL.2.10 Good readers read & comprehend literature, including stories & poetry at grade level complexity or above with scaffolding as needed.
- RI.2.10 Good readers read & comprehend informational texts at grade level complexity or above with scaffolding as needed.

WRITING:

- W.2.2 Good writers introduce a topic, use evidence-based facts/definitions to develop points and provide a conclusion when writing informative/explanatory texts.
- W.2.5 Good writers focus on a topic and strengthen writing when needed through self-reflection, revising and editing with guidance from adults & peers.
- W.2.8 Good writers recall information from experiences or gather information from provided resources to answer a question.

- RI.2.10 Which strategies/concepts do good readers apply to read & comprehend informational texts at grade level complexity or above?

WRITING:

- W.2.2 What strategies do good writers use to introduce a topic, provide evidence-based facts to develop points, and provide a conclusion in informative/explanatory writing?
- W.2.5 How do good writers use self-reflection, revising and editing to strengthen writing and focus on a topic?
- W.2.8 How do good writers plan to recall information from experiences or provided resources to locate answers to a question?

Subject: ELA	Grade: 2	Unit: 3	3rd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		<ul style="list-style-type: none"> ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Analyze their reactions to story events ● Identify how the characters solve a problem or challenges 	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, , repeated lines) supply rhythm and meaning in a story, poem, or song.		<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration 	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		<ul style="list-style-type: none"> ● Recognize that characters have different points of view ● Determine how the characters think/feel about the events ● Identify any characters that have similar thinking ● Consider the character’s voice when reading out loud ● Describe why a character has a different point of view in a story 	
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<p>RL.2.9:</p> <ul style="list-style-type: none"> ● Identify similarities and differences of events in different versions of the same story ● Identify similarities and differences in characters in different versions of the same story <p>RI.2.9:</p> <ul style="list-style-type: none"> ● Identify the most important points in the text ● Find similarities and differences in those points when reading texts on the same topic 	

RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
Focus Standards: Writing		Critical Knowledge and Skills
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.		<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
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.		<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
Focus Standards: Speaking and Listening		Critical Knowledge and Skills
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.		<ul style="list-style-type: none"> ● Ask questions about what a speaker is saying to clarify, gather or deepen understanding ● Answer questions in order to clarify or gain further information
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		<ul style="list-style-type: none"> ● Demonstrate storytelling techniques ● Report relevant facts and details about experience ● Provide clear thoughts and emotion
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.		<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
Focus Standards: Language	Critical Knowledge and Skills
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ● L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. 	<ul style="list-style-type: none"> ● Define and identify adjectives and adverbs when reading, writing or speaking ● Classify adjectives and adverbs in sentences when reading and writing ● Use adjectives and adverbs to appropriately modify words in the sentence
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● L.2.2.A. Capitalize holidays, product names, and geographic names. ● L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization when writing ● Define and identify apostrophes in writing ● Articulate the purpose and use of apostrophes ● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing
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 <ul style="list-style-type: none"> ● L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<ul style="list-style-type: none"> ● Use reference materials to determine or clarify the meaning of unknown and multiple meaning words
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 (e.g., When other kids are happy that makes me happy).	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary (gathered from discussions as well as text) ● Make purposeful language choices to communicate in an effective way ● Utilize adjectives and adverbs to describe where necessary
Focus Standards: Foundational Skills	Critical Knowledge and Skills

<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (● RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. ● RF.2.3.C. Decode words with common prefixes and suffixes. ● RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences ● RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> ● Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams ● Utilize strategies for decoding two-syllable words in texts ● Utilize strategies for decoding words with affixes in texts ● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts ● Utilize strategies for decoding irregularly-spelled words in texts ● Determine if the word looks and sounds right and makes sense ● Search for chunks and say them ● Focus on the beginning and/or end of the word and try again, when having difficulty
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● RF.2.4.A. Read grade-level text with purpose and understanding. ● RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
Ancillary Standards	
RL 2.1, RL 2.2, RL 2.3, RL 2.5, RL 2.7 & RI 2.1, RL 2.3, RI 2.4, RI 2.5, RI 2.6, RI 2.8, W.2.1, W.2.2, W.2.3, W.2.8	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature Letters ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution 	<ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author’s Share ● L-Writing On Demand pieces ● F- Unit assessments

<ul style="list-style-type: none"> ○ Somebody, wanted, but, so, then ○ RTL graphic organizer ● R- Scholastic News written comprehension questions ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading 	<ul style="list-style-type: none"> ● F- Trick word assessments
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● R- Guided Reading books ● R- Scholastic News ● W- Lucy Calkins/ Medford adaptation ● W- Mastering the Mechanics ● W-6+1 Traits Toolkit ● L- Writing workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages 	<ul style="list-style-type: none"> ● R/ W- Mentor texts- <u>Fairy tales to compare and contrast</u>; - <u>Jigsaw Jones, Nate the Great, or A to Z mysteries</u>- mystery read alouds; Enemy Pie, Bad Dog Marley, The Worst Best Friend, Odd Velvet, Strong to the Hoop, Molly Lou Melon- (3rd person narrative books); Dr. Seuss books; Fairy tale books to compare/ contrast- Little Red Riding Hood and Little Red Hot; Hansel and Gretel and Hansel and Gretel are Sweet ; Melvin Bubble ; Who would win books ● R- poetry read alouds ● R- Fluency/ Poetry folder ● R- Smart Board file- ● R- anchor chart- Nonfiction text features; ● W- teacher model ● W- Graphic organizers- Venn diagram to compare fairy tales; OREO organizer; Acrostic and Autobiography poems organizers; animal reports graphic organizers; Somebody, wanted, but, so then; Pattern of 3; ● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show,

	<p>Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre;</p> <ul style="list-style-type: none"> ● W- Youtube videos- -What is an acrostic poem? ● W- Daily 5 writing resources and prompts ● L/F Youtube videos- ● L/F- Smart board files to teach skills- ex- ● L/F- Daily 5 word word activities, resources ,games ● R/W/L/F- Daily 5 anchor charts ● SL- practice poems for poetry show
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Scholastic News ● National Geographic magazine ● Read alouds in science and social studies- ● STEM writing ● Math journal writing ● Theme/ art-Dr. Seuss Day- Butter Battle Book/ STEM make butter; St. Patrick's Day; Mother's Day ; Animal reports; ● Teach and assess language and foundational skills during writing workshop 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● RL.2.3 Good readers use key details to describe how characters respond to events & challenges within a story. ● RL.2.4.Good readers describe how words & phrases supply rhythm and meaning in a story, poem, or song. ● RL.2.6 Good readers acknowledge differences in the points of view of characters, including by speaking in a different voice when reading dialogue aloud. 	<ul style="list-style-type: none"> ● RL.2.3 What examples of key details do good readers provide to describe character responses to events & challenges in a story? ● RL.2.4. What evidence do good readers present to describe how words & phrases supply rhythm and meaning in a story, poem, or song? ● RL.2.6 How do good readers demonstrate an understanding of different point of views from characters while using voice? ● RL.2.9 What techniques do good readers use to compare & contrast two or more versions of the same story from different authors/cultures? ● RI.2.9 What important points do good readers present to compare & contrast two texts on the same topic?

- RL.2.9 Good readers compare & contrast two or more versions of the same story by different authors or different cultures.
- RI.2.9 Good readers compare & contrast important points presented by two texts on the same topic.
- RL.2.10 Good readers read & comprehend literature, including stories & poetry at grade level complexity or above with scaffolding as needed.
- RI.2.10 Good readers read & comprehend informational texts at grade level complexity or above with scaffolding as needed.

WRITING:

- W.2.5 Good writers strengthen their writing through self-reflection, editing and revising with support from adults and peers.
- W.2.6 Good writers use a variety of digital tools to produce & publish writing and collaborate with peers through guidance & support from adults.
- W.2.7 Good writers participate in shared research & writing projects.(report, science observations)

- RL.2.10 Which strategies/concepts do good readers apply to read & comprehend literature stories & poetry at grade level complexity or above?
- RI.2.10 Which strategies/concepts do good readers apply to read & comprehend informational texts at grade level complexity or above?

WRITING:

- W.2.5 How do good writers use self-reflection, revising and editing to strengthen writing and focus on a topic?
- W.2.6 What digital tools do good writers use to produce & publish writing and how do they collaborate with peers?
- W.2.7 What techniques do good writers use to promote shared research and writing projects?

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Shelly Chester, Lisa McGilloway, Beth Canzanese, Alycia Colucci
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing -Opinion
Grade Level: 2

<p>Content Statements</p> <p>In this unit persuasive writing skills will be developed. The craft of persuasive writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces that give opinion and persuade the reader. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS :</p> <p>W.2.1-2, 5-6 L.2.1-6 SL.1.1-6</p>
<p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I share my opinion about things with others in my writing?</p>	<p>Overarching Enduring Understandings</p> <p>I can use my knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>My writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide me in decisions about mechanics.</p> <p>I can effectively share my opinions in my writing by beginning with my topic and why I chose it; then, by stating reasons, using linking words and providing a convincing closing.</p>

Unit Essential Questions	Unit Enduring Understandings
<p>How can I begin to work by myself in Writing Workshop to:</p> <ul style="list-style-type: none"> ● Use my writer’s notebook? ● Collect seeds? ● Know the steps of the writing process? ● Use tools such as vowel charts and word walls? ● Write for a long time period? ● Think about my own writing? ● Conference with my peers and teachers? ● Use books and reviews for ideas about writing? ● Revise a writing piece with a partner or own my own? ● Use a folder to store writing in process and my finished work? ● Sketch pictures to help my writing? <p>How can I learn the rules of writing such as:</p> <ul style="list-style-type: none"> ● Use correct spelling and write neatly? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for proper nouns? ● Use a period correctly? ● Use a question mark correctly? ● Use an exclamation point correctly? ● Use talking marks (quotation marks) correctly? ● Use spaces between words and sentences? ● Write in complete sentences? ● Spell words I am learning correctly? ● Begin to use parentheses correctly? ● Use commas in a list correctly? ● Use knowledge of spelling patterns to help me spell words in my writing? ● Begin to use colons correctly? 	<p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen improve my pieces. I can look at my own pieces and see ways to improve them. I can reflect on my own pieces and find ways to strengthen them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>

<p>How can I write about my opinions?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers that help me tell my opinion? ● How do writers write about their opinions? ● How can I write an opinion piece, which includes an introduction? ● ● How can I state an opinion and supply reasons for the opinion? ● ● How can I use linking words to connect opinion and reasons? ● How can I add details and description to my opinions? ● How can I choose words to help my opinions sound better? ● How can I use comparisons to persuade readers? ● How can I provide a conclusion? 	
<p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Students need to understand how and why writers craft persuasive pieces through a wide variety of reading experiences. This analysis and understanding can they be used to provide a model for writing persuasively in many formats. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of persuasive texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of touchstone texts with persuasive elements</p>	

Whole group, small group, and individual analysis of touchstone persuasive texts
 Write an opinion piece about a book or passage from a text; include the name of the book or text, why you feel the way you do, identify the passage, supply reasons for the opinion, using linking words; and conclude with a statement that connects to the opinion
 Writer’s Notebook – collecting seeds ,writing territories, and opinion pieces
 eBooks and Google books for persuasive texts
 use of word processing programs
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.
 Cross curricular projects:
 Math – Math game review
 Book Reviews and Movie Reviews
 Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment

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Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Shelly Chester/Lisa McGilloway, Alycia Colucci
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Narrative Grade Level: 2

<p>Content Statements</p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS :</p> <p>W.2.2-3, 5-8 L.2.-1-6 SL.2.1-6</p>
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<p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I tell a story about myself or others in my writing?</p>	<p>Overarching Enduring Understandings</p> <p>I can use my knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>My writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide me in decisions about mechanics.</p>
<p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop to:</p> <ul style="list-style-type: none"> ● Use my writer’s notebook? ● Collect seeds and territories? ● Know the steps of the writing process? ● Use tools such as vowel charts, writer’s checklists, and word walls? ● Write for a long time period? ● Think about my own writing? ● Conference with my peers and teachers? ● Use books for ideas about writing? ● Revise a writing piece with a partner or own my own? ● Use a folder to store writing in process and my finished work? ● Sketch pictures to help my writing? <p>How can I learn the rules of writing such as:</p> <ul style="list-style-type: none"> ● Use correct spelling and write neatly? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for proper nouns? ● Use a period correctly? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen improve my pieces. I can look at my own pieces and see ways to improve them. I can reflect on my own pieces and find ways to strengthen them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p>

<ul style="list-style-type: none"> ● Use a question mark correctly? ● Use an exclamation point correctly? ● Use talking marks (quotation marks) correctly? ● Use spaces between words and sentences? ● Write in complete sentences? ● Use knowledge of spelling patterns to help me spell words in my writing? ● Begin to use parentheses correctly? ● Use commas correctly in a list? ● Begin to use colons correctly? <p>What skills can I use write stories about myself and others?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers that help put my story events in order? ● How can I write beginnings that hook the reader? ● How can I write at least 10 sentences to create a small moment story? ● How can I make a small moment story better by adding reactions, thoughts, observations, or feelings? ● How can I start to use ‘show don’t tell’ to make my writing better? ● How can I use something an Author does to stretch a small moment such as use ellipses, create drama, or use comeback lines? ● How can I write various closures in my narrative piece? ● How can I revise by taking things away? ● How can I revise my small moment story to make the story better using details and dialogue? ● How can I write a narrative story where I am not the character? ● What words can I use to make my writing better? 	<p>I can use my knowledge of spelling patterns to help me spell and read words.</p>
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<p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictitious scenario.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants in order to develop more independence. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. Students will be introduced to the Speculative writing required by standardized testing.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with narrative elements Whole group, small group, and individual analysis of mentor narrative texts Writer’s Notebook – collecting seeds eBooks and Google books for narrative texts use of word processing programs Who, What, Where, When Chart for Realistic Fiction ideas Story Element Papers Pattern of Three Chart Paper Dinosaur Organizer Kevin Henkes Author Study Heart Template and Memory Box for writing ideas “What to do when you get stuck” Sheet Mentor text to stretch small moments across pages Mentor text to zoom in on small moment Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.</p>	

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Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Narrative Grade Level: 2

<p>Content Statements</p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS :</p> <p>W.2.2-3, 5-8 L.2.-1-6 SL.2.1-6</p>
<p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I tell a story about myself or others in my writing?</p>	<p>Overarching Enduring Understandings</p> <p>I can use my knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>My writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide me in decisions about mechanics.</p> <p>.</p>
<p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop to:</p> <ul style="list-style-type: none"> ● Use my writer’s notebook? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p>

<ul style="list-style-type: none"> ● Collect seeds and territories? ● Know the steps of the writing process? ● Use tools such as vowel charts, writer’s checklists, and word walls? ● Write for a long time period? ● Think about my own writing? ● Conference with my peers and teachers? ● Use books for ideas about writing? ● Revise a writing piece with a partner or own my own? ● Use a folder to store writing in process and my finished work? ● Sketch pictures to help my writing? <p>How can I learn the rules of writing such as:</p> <ul style="list-style-type: none"> ● Use correct spelling and write neatly? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for proper nouns? ● Use a period correctly? ● Use a question mark correctly? ● Use an exclamation point correctly? ● Use talking marks (quotation marks) correctly? ● Use spaces between words and sentences? ● Write in complete sentences? ● Use knowledge of spelling patterns to help me spell words in my writing? ● Begin to use parentheses correctly? ● Use commas correctly in a list? ● Begin to use colons correctly? <p>What skills can I use write stories about myself and others?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers that help put my story events in order? ● How can I write beginnings that hook the reader? 	<p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen improve my pieces. I can look at my own pieces and see ways to improve them. I can reflect on my own pieces and find ways to strengthen them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>
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<ul style="list-style-type: none"> ● How can I write at least 10 sentences to create a small moment story? ● How can I make a small moment story better by adding reactions, thoughts, observations, or feelings? ● How can I start to use ‘show don’t tell’ to make my writing better? ● How can I use something an Author does to stretch a small moment such as use ellipses, create drama, or use comeback lines? ● How can I write various closures in my narrative piece? ● How can I revise by taking things away? ● How can I revise my small moment story to make the story better using details and dialogue? ● How can I write a narrative story where I am not the character? ● What words can I use to make my writing better? 	
<p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictitious scenario.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants in order to develop more independence. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. Students will be introduced to the Speculative writing required by standardized testing.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p>	

Read alouds, shared reading, and class discussion of mentor texts with narrative elements
 Whole group, small group, and individual analysis of mentor narrative texts
 Writer’s Notebook – collecting seeds
 eBooks and Google books for narrative texts
 use of word processing programs
 Who, What, Where, When Chart for Realistic Fiction ideas
 Story Element Papers
 Pattern of Three Chart Paper
 Dinosaur Organizer
 Kevin Henkes Author Study
 Heart Template and Memory Box for writing ideas
 “What to do when you get stuck” Sheet
 Mentor text to stretch small moments across pages
 Mentor text to zoom in on small moment
 Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.

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Course Title: English Language Arts Unit Name: Comprehension Grade Level: 2

<p>Content Statements</p> <p>Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema</p>	<p>NJSLS :</p> <p>RL.2.1-7. 9-10 RI.2.1-7,9-10 L.2.1-6 SL.2.1-6 RF 2.4- fluency??</p>
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<p>(background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.</p>	
<p>Overarching Essential Questions</p> <p>What are the different parts of Reading Workshop? What do I do in each of these parts?</p> <p>How can I read the words in the texts I choose to read and in the texts my teacher asks me to read?</p> <p>How can I use strategies to make meaning while reading?</p>	<p>Overarching Enduring Understandings</p> <p>The routines of Reading Workshop allow me to read and understand a variety of texts written for different purposes.</p> <p>Reading involves decoding words in order to understand what is read.</p> <p>Comprehension involves both the reader and the text.</p> <p>Successful readers understand that reading is thinking.</p> <p>I can use many strategies to read and soon they will become automatic.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Reading Workshop in ways such as:</p> <ul style="list-style-type: none"> ● Understand the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc.? ● Work with the teacher and classmates during guided reading? Bring my book home to practice for homework? ● Use the classroom work board to rotate through daily centers? Know the procedures for centers? ● Understand how to choose a just right book (five finger rule) or reasons for abandoning a book? 	<p>Unit Enduring Understandings</p> <p>I can think about what I am reading to be sure that my reading is making sense, when reading on my own or with others</p> <p>I can ask questions before, during, and after reading to help me understand what I am reading, when reading on my own or with others.</p> <p>I can create sensory images, ‘a movie in my mind,’ while reading in order to understand what I am reading, when reading on my own or with others.</p>

<ul style="list-style-type: none"> ● Use the procedures for the classroom library? ● Begin to write “Response to Literature ” letters to show my thinking or how well I can tell about a text I am reading? ● Listen to what others say about their reading? ● Help create “anchor charts” to use for future reference? ● Read books independently and silently during daily independent reading time? ● Listen to and create book talks about what I am reading? ● Use text features in Reading Workshop and across the curriculum? ● Understand that reading is not just saying words? <p>How can I <u>monitor for meaning</u> while reading in ways such as:</p> <ul style="list-style-type: none"> ● Recognize when my reading is not making sense? ● Review, develop, and apply fix-up strategies such as rereading, reading on, or reading slower when I recognize my reading is not making sense? ● Leave tracks of my thinking in writing (Post-Its) and during discussions? ● Recognize that understanding the type of book (genre) I am reading can help me make meaning? ● Begin to use graphic organizers to help me make meaning before, during, and after reading? <p>How can I use <u>questions</u> to help my reading in ways such as:</p>	<p>I can begin to infer, or read between the lines, in order to read beyond the words on the page, when reading on my own or with others.</p> <p>I can use my background knowledge to help understand and connect what I am reading to what I already know, when reading on my own or with others.</p> <p>I can determine what is important to help me to understand the texts I am reading, when reading on my own or with others.</p> <p>I can begin to synthesize by using two or more strategies at the same time in order to come to discover something new, when reading on my own or with others.</p>
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- Ask questions before, during, and after my reading (who, what, where, when, why, how)?
- Understand that some questions get answered while others linger?
- Begin to ask “wondering questions” (How? Why? What if?) to help understand text?
- Explain how questions help clear up my thinking?
- Locate evidence in the text that supports or answers questions?
- Use the ideas of others to make, change, or answer questions?

How can I create **sensory images** while reading in ways such as:

- Create sensory images during reading?
- Understand that all five senses and emotions are part of creating sensory images?
- Draw examples of sensory images?
- Use visualization to help remember the events that were read?
- Explain how choice of words can help create a sensory image?
- Make a movie in my mind to help understand a fictional text?
- Notice how authors create sensory images so I can use these ideas in my writing?

How can I make **inferences** when I am reading in ways such as:

- Use context clues to help me infer the meaning of new words or ideas?
- Use the text clues and my schema to help draw a conclusion about what I am reading?

- Use the text to help me infer answers that are not “right there?”
- Cite a sentence or paragraph from the text that makes me think a certain way?
- Use text clues to make inferences about characters and how they respond to major events and challenges using key details?
- Use inferences to make and revise predictions?
- Use inferences to identify the theme of a text?

How can I use my **schema** to help me understand what I am reading in ways such as:

- Be aware of my background knowledge and how it helps me before, during, and after reading?
- Use schema to help me make meaningful text to text connections?
- Use schema to help me make meaningful text to self connections?
- Use schema to help me make meaningful text to world connections.
- Use my schema to help me make predictions?
- Understand that my own schema can affect the way I read and understand something?
- See how schema about an author can help me pick books and understand what I am reading?
- Be aware of how my schema changes as I get new information?
- Explain how my schema helps me to understand what I read (fiction or nonfiction)?

How can I **determine what is important** about what I am reading and use it to help my understanding in ways such as:

- Determine what is important to help write a summary?

<ul style="list-style-type: none"> ● Recognize the main idea and supporting details about what I've read by determining what was important? ● Describe the overall structure of the story including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections ● Identify the characters, settings, problems, and solutions in stories by determining what is important? (who, where, what, how) ● Tell why characters and events occurred stating evidence from the story. ● Tell the reasons the author gives to support the points in a text and explain the connections (non fiction) ● Retell the events of a story in order? (what) ● Recognize cause and effect in texts? ● Use determining what is important to help gather information for research? ● - ● Use basic text features to determine what is important in nonfiction (illustrations/ images, diagram, charts, graphs, etc)? ● Recognize the purpose of a paragraph (fiction or nonfiction)? <p>How can I move toward <u>synthesizing</u> while reading in ways such as:</p> <ul style="list-style-type: none"> ● Use more than one strategy when I am reading a text? ● Begin to understand how synthesizing can help with summarizing? ● Use story retellings to help determine central message/ theme 	
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<ul style="list-style-type: none"> ● See that synthesizing can be shown through the multiple intelligences? ● Tell what is the same and what is different about story plots, characters, settings, and themes? <p>What are the strategies that I can use when reading text that is difficult for me to comprehend?</p>	
<p>Unit Rationale</p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in and out of the classroom. The ability to understand what is read is vital to a learner in the 21st century.</p>	<p>Unit Overview</p> <p>In this unit students will begin to apply the comprehension strategies they have been introduced to with guided practice and modeling. They will begin to recognize how the use of these strategies depends on the reading task. In addition they will begin to see, with scaffolded supports, how the use of each strategy helps them to comprehend texts they are reading. Finally, they will progress toward synthesizing the use of the strategies across the curriculum. Working with text and analyzing texts will be emphasized through focus lessons, guided reading, and independent practice to prepare the students for the coming demands of standardized testing.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>(use grade level texts except when differentiating activities or providing remediation)</p> <p>Response to Literature Letters and daily Independent Reading Reading Response Logs, Journals Guided Reading Groups Whole group: identify meaning in a story, poem or song; identify changing voice in a character; compare and contrast two or more versions of the same story; Author Studies Book Talks Focus Lessons Teacher created assessments of texts read</p>	

Anchor Charts – mentor authors, reading strategy use, etc.
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.

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Course Title: English Language Arts Unit Name: Foundational Skills Grade Level: 2

<p>Content Statements</p> <p>The ultimate goal of reading is comprehension. In order to understand what is being read, proficient readers must have a guiding knowledge of the sounds that letters make individually and in combinations. Knowledge of letter sounds and spelling patterns allows students to read fluently in a variety of texts. The explicit instruction of vocabulary words during literacy instruction and in the content areas assists students in reading and comprehending texts across the curriculum. Fluent reading and vocabulary acquisition support students in reading more texts and enhances student writing.</p>	<p>NJSLS :</p> <p>Reading Foundational Grade 2 3-4 All L.2.1-6 SL.2.1-6</p>
<p>Overarching Essential Questions</p> <p>How can I use my knowledge about letters and the sounds they make to read words?</p> <p>How can I read words to show that I understand them?</p> <p>How can I learn new words?</p>	<p>Overarching Enduring Understandings</p> <p>I have a menu of decoding strategies I can use when I encounter an unknown word.</p> <p>Knowledge of letter sounds allows me to read texts fluently and demonstrate comprehension.</p>

	I can use my vocabulary when I read and write. My vocabulary will expand when I read many different kinds of books, and when I learn new words from my teachers.
<p>Unit Essential Questions</p> <p>How can I use classroom routines to help learn phonics in ways such as:</p> <ul style="list-style-type: none"> ● Use supplies independently? ● Use name charts, word walls, phonics chart, and pocket charts? ● Sort and match picture and letter cards? ● Play Phonics games? ● Clap syllables? ● Use phonics templates? <p>How can I demonstrate my knowledge of letter sound relationships in ways such as:</p> <ul style="list-style-type: none"> ● Recognize and use beginning, middle, and ending consonant sounds and the letters that represent them? ● Recognize similar beginning and ending consonant sounds? ● Recognize and use consonant digraphs, blends, and clusters at the beginning or end of a word? ● Recognize and use consonants that represent no sound? ● Hear and identify short vowel sounds and the letters that represent them in the beginning and middle of words? ● Hear, identify, and use long vowel sounds in words and the letters that represent them? ● Contrast long and short vowel sounds? ● Recognize and use y as a vowel sound? 	<p>Unit Enduring Understandings</p> <p>I can use what I know about letters and the sounds letters make to read new words (word solving actions).</p> <p>I can read words on their own and in groups called sentences. I can use my voice to show expression when reading sentences.</p> <p>I can learn new words through my own reading in and out of school and with my teacher’s help. (When reading on my own or with others?)</p>

<ul style="list-style-type: none"> ● Recognize and use vowel digraphs and diphthongs? ● Recognize how open and closed syllables affect vowel sounds? ● Recognize and use r-controlled vowels? ● Recognize that words have letter patterns connected to sounds such as the C-V-C pattern? ● Recognize and use simple and more difficult phonograms with the VC pattern? ● Recognize and use simple and more difficult phonograms with the VCe (vowel-consonant-silent e) pattern, VCC (double letter) pattern, VVC (double vowel) pattern, VCC (ending consonant clusters) pattern, and VVC (vowel combinations) pattern? ● Recognize and use more difficult phonograms such as: VVCCC, VVCe, VCCe, VCCC, and VVCC. <p>How can I use my knowledge of words to help me read in ways such as:</p> <ul style="list-style-type: none"> ● Recognize and use high frequency words with five or more letters? ● Locate and read high frequency words in continuous text? ● Recognize and learn concept words (names of colors, days of week, etc.)? ● Recognize and use words that are related? ● Recognize and use synonyms and antonyms? ● Recognize and use homophones and homographs? ● Recognize and use words with multiple meanings? ● Understand the concept of a syllable and how it contains a vowel sound? 	
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<ul style="list-style-type: none"> ● Recognize and use three or more syllables in words? ● Recognize and use syllables with double consonants, vowel and silent e combinations, vowel and r combinations, and consonant and le. ● Recognize and understand simple and more complex compound words? ● Recognize and use contractions using am, is, will, not, are, have, and is/has? ● Understand the concept of a plural and use plurals that add –s, or –es depending on the ending of the word? ● Recognize and use plurals that change the spelling of a word (y to ies, f to ves)? ● Recognize and use plurals that are the same as the singular form? ● Recognize and use endings that add –s to make a word agree with the subject? ● Recognize and use different changes to words when adding –ing to form the present participle of a verb? ● Recognize and use different changes when adding –ed to words to form the past tense of a verb? ● Recognize and use verbs that need an –es ending? ● Recognize and use verbs that add –er to make them nouns and know the changes that are made based on the ending of the base word? ● Recognize and use endings that show –er and –est comparisons? ● Recognize and use common prefixes? ● Recognize and use apostrophes to create possessives? ● Recognize and spell known words quickly? 	
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<ul style="list-style-type: none"> ● Use letter/sound knowledge to monitor reading and spelling? ● Use parts of known words and what is known about a word to solve unknown words? 	
<p>Unit Rationale</p> <p>Comprehension is the heart of reading instruction but it cannot occur if students cannot read the words in texts they choose or in the reading material they are assigned. Students must be taught phonics explicitly in order to master the sounds that letters and letter combinations create. In addition, students must have a repertoire of strategies to use to decode unknown words. The ability to read words successfully and at an appropriate rate allows readers to focus their attention on meaning. The acquisition of vocabulary allows students to read fluently and to use these words in their writing.</p>	<p>Unit Overview</p> <p>In this unit students will expand their knowledge of the connections between sounds and letters. Students will manipulate beginning, middle, and ending sounds in words in more sophisticated ways. Specialized endings will be developed to show understanding of the tenses of verbs as well as possessives and plurals. Connections will be made between new and known words in order to aid in decoding. Students will continue to use high frequency words in their reading and writing. Application of phonics and decoding strategies will occur across the curriculum to practice fluency and assist in vocabulary acquisition. Finally, students will continue to practice and develop strategies for decoding new words.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Worksheets in content areas Monitoring for Meaning comprehension instruction Word Wizard – students get extra points for hearing, seeing, or using targeted words outside of the classroom Picture Dictionaries Fluency Activities – repeated readings, choral readings, Reader’s Theater, partner reading Smartboard activities Word games Read alouds to introduce vocabulary or have students notice new or known sounds, letters, patterns Word sorts Word Study activities Running Records</p>	

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Appendix C

Updated Cross Curricular Connections:

Unit 1

Cross-Curricular Connections
<ul style="list-style-type: none">● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted<ul style="list-style-type: none">○ Read alouds in science and social studies- beginning of the year books about kindness, friendship, how to share, etc; How Many Days to America?; Thanksgiving books; Books about Hanukkah, Kwanzaa, and Diwali;● 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.<ul style="list-style-type: none">○ STEM writing● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted<ul style="list-style-type: none">○ Theme/ art- Johnny Appleseed; Columbus Day ; Veteran’s Day; Thanksgiving; Hanukkah, Kwanzaa, Diwali;

Unit 2:

Cross-Curricular Connections
<ul style="list-style-type: none">● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted<ul style="list-style-type: none">○ Read alouds in science and social studies- Books about Hanukkah, Kwanzaa, and Diwali; Brainpop Jr- December Holidays;● 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.<ul style="list-style-type: none">○ STEM writing● Math journal writing

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted
 - Theme/ art- Hanukkah, Kwanzaa, Diwali; Valentine’s Day