

Township of Union Public Schools
Administration Building

K - 5
CURRICULUM GUIDE APPROVAL REQUEST FORM

Please present the attached guide to the Board of Education for approval. The guide has been reviewed by all involved parties and is aligned with the New Jersey Core Curriculum Content Standards.

Title: Language Arts

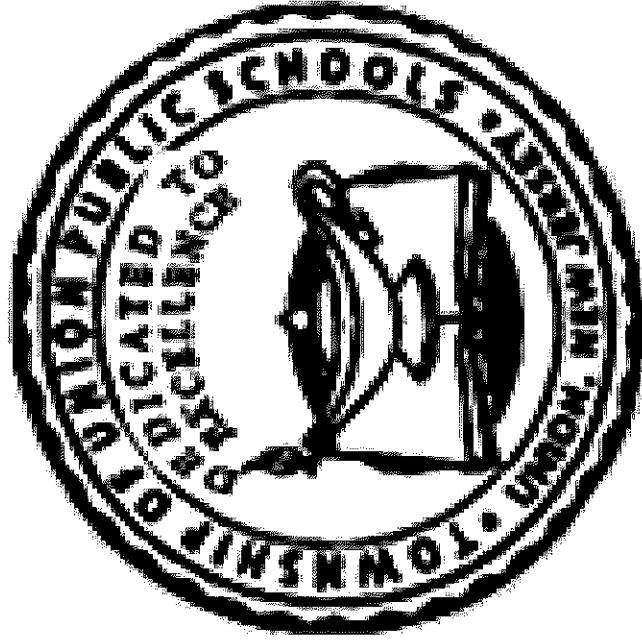
Department/Grade: Grade 2

Supervisor: Maureen Corbett

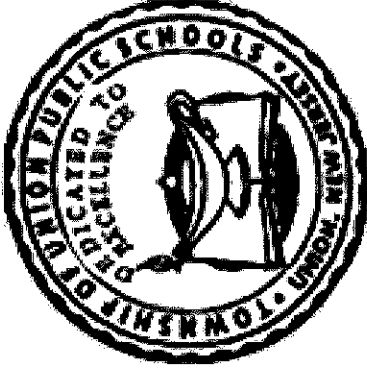
Submission Date: May 5, 2015

Board Approval Date: _____

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Language Arts
Grade 2
Curriculum Guide
2015**



Board Members

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Vito Nufrio, Vice President

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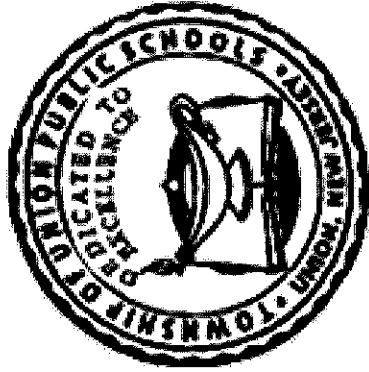
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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

District Superintendent Mr. Gregory Tatum

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Director of Student Information/Technology Ms. Ann M. Hart

DEPARTMENT SUPERVISORS

Language Arts/Social Studies/Mathematics/Science Pre-K-2	Ms. Maureen Corbett
Language Arts/Social Studies 2-5.....	Mr. Robert Ghiretti
Mathematics/Science 2-5.....	Ms. Theresa Matthews
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Science 6-12	Ms. Maureen Guilfoyle
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Mathematics 6-12	Mr. Jason Mauriello
World Language/ESL/Career Education/Computers/G&T.....	Ms. Yvonne Lorenzo
Art/Music K-12	Mr. Ronald Rago
Physical Education/Health	Ms. Linda Ionta

**Curriculum Committee
Language Arts**

**Jaclyn Hrdina
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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This guide has been created to assist second grade teachers in meeting the goals required to master the proficiencies outlined in the Common Core Standards for Language Arts & Literacy.

The guide consists of the objectives in the following areas of language arts: reading (literature and informational text), 2nd grade writing and language, and speaking and listening.

Recommended Textbooks

Macmillan/McGraw-Hill Treasures Textbooks and Workbooks

Course Proficiencies

Reading

- Identify key ideas and details in Literature and Informational text. (RL.2.1-RL.2.3, RI.2.1-RI.2.3))
- Identify craft and structure in Literature and informational text. (RL.2.4-RL.2.6, RI.2.4-RI.2.6)
- Integrate knowledge and ideas in literature and informational text. (RL.2.7- RL.2.9
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Speaking and Listening

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.1)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4)
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

(SL.2.6)

Writing

- 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 concluding statement or section. (W.2.1)
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)
- 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. (W.2.3)
- With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)
- 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. (W.2.7)
- Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2)
- Use Knowledge of language and its conventions when writing, speaking, reading, or listening.

(L.2.3)

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

(L.2.4)

- Demonstrate understanding of word relationships and nuances in word meanings.

(L.2.5)

- 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).

(L.2.6)

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:1	UNIT NAME: Friends and Family
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	The meaning of words Use glossaries and beginning dictionaries, both print and digital, to determine or clarify and phrases.	L.2.4e
2	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
3	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
4	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.	W.2.3
5	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f
6	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c
7	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
8	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
9	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.3

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:1	UNIT NAME: Friends and Family
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10	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.21f
11	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy /unhappy, tell/retell).	L.2.4b
12	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3a
13	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
14	Recall information from experiences or gather information from provided sources to answer a question.	W.2.8
15	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.21f
16	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrase.	L.2.4e
17	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3a
18	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:1	UNIT NAME: Friends and Family
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19	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, provide a sense of closure.	W.2.3
20	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f
21	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c
22	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3a
23	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
24	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, and provide a sense of closure.	W.2.3
25	Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f
VOCABULARY WORDS:		
	groan, excited, whisper, carefully, different, share, enjoyed, wonderful, thinning, delighted, company, harvest, crops, regrow, machines, irrigate, cultures, deaf, signing, relatives, celebrate, patient, practiced, favorite, wrinkled, settled, cuddle	

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:1	UNIT NAME: Friends and Family
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Code #	Common Core State Standards
L.2.4e	The meaning of words Use glossaries and beginning dictionaries, both print and digital, to determine or clarify and phrases.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.3	Write narratives in which they recount a we describe actions, thought, and feelings, use temporal words to signal event order and, provide a sense of closure.

NJDOE MODEL CURRICULUM

UNIT NAME: Friends and Family

UNIT #:1

GRADE: 2

CONTENT AREA: English Language Arts

L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy /unhappy, tell/retell).
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, provide a sense of closure.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, and provide a sense of closure.
L.2.1f	Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy).

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts **GRADE: 2** **UNIT #:2** **UNIT NAME: Community Heroes**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Use sentence-level context as clue to the meaning of a word or phrase.	L.2.4a
2	Know spelling-sound correspondences for additional common vowel teams.	RF.2.2b
3	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
4	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.	W.2.3
5	Demonstrate command of the following conventions of standard English grammar and usage when writing or speaking.	L.2.1
6	Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4a
7	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
8	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
9	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2
11	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:2	UNIT NAME: Community Heroes
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12	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
13	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
14	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2
15	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
16	Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c
17	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
18	Read on-level text orally with a accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
19	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling use temporal words to signal event order, and provide a sense of closure.	W.2.3
20	Use and apostrophe to form contractions and frequently occurring possessives.	L.2.2c
21	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c
22	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
23	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:2	UNIT NAME: Community Heroes
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24	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2
25	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1

VOCABULARY WORDS:

Exclaimed, concern, vendors, figure, collection, advice, commotion, rattles, respected, shivering, tangle, independence, landmark, state, government, symbol, collectors, store, reward, clever, double, amount, allowed, powerful, invented, instrument, products, design

Common Core State Standards

Code #		
L.2.4a	Use sentence-level context as clue to the meaning of a word or phrase.	
RF.2.2b	Know spelling-sound correspondences for additional common vowel teams.	
W.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
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	
L.2.1	Demonstrate command of the following conventions of standard English grammar and usage when writing or speaking.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:2	UNIT NAME: Community Heroes
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.		
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		
L.2.4c	Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.		
RF.2.4b	Read on-level text orally with a accuracy, appropriate rate, and expression on successive readings.		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling use temporal words to signal event order, and provide a sense of closure.		
L.2.2c	Use and apostrophe to form contractions and frequently occurring possessives		
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:2	UNIT NAME: Community Heroes
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RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.2 W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts

GRADE: 2

UNIT #:3

UNIT NAME: Let's Create

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.	L.2.4e
2	Know and apply grade –level phonics and word analysis skills in decoding words.	RF.2.3
3	Read on level text orally with accuracy, appropriate rate , and expression.	RF.2.4b
4	Write an opinion piece in which they introduce the topic or book, state an opinion, supply reasons that support the opinion use linking words (e.g. because, and , also)	W.2.1
5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
6	Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4a
7	Know and apply grade –level phonics and word analysis in decoding words.	RF.2.3
8	Read on-level text orally with accuracy , appropriate rate, and expression	RF.2.4b
9	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	W.2.3
10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
11	Use sentence-level context clues to the meaning of words are phrases.	L.2.4a

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts

GRADE: 2

UNIT #:3

UNIT NAME: Let's Create

12	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
13	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
14	Write informative/explanatory texts in which they introduce a topic, use facts to develop points, and provide a concluding statement or section.	W.2.2
15	Demonstrate command of the convention of standard English grammar and usage when writing or speaking.	L.2.1
16	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrase.	L.2.4e
17	Know and apply grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
18	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
19	Write an opinion piece in which they introduce the topic or book, state an opinion, supply reasons that support the opinion use linking words (e.g. because, and , also)	W2.1
20	Form and use the past tense of frequently occurring irregular verbs (e.g. , sat,hid,told)	L.2.1d
21	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).	L.2.4c
22	Know and apply grade –level phonics and word analysis skills in decoding words.	RF.2.3

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:3	UNIT NAME: Let's Create
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23	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
24	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
25	Produce, expand, and rearrange complete simple and compound sentences. (e.g. The little boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f
Vocabulary Words		
	effort, mood, perform, proud, remember, argue, arrive, cozy, medium, noticed, stubborn, impossible, pleasant, talent, treasures, demand, emergency, furious, impatient, neutral, sincerely, creating, familiar, glamorous, imagination, memories, and occasions	

Code #	Common Core State Standards
L.2.4e	The meaning of words Use glossaries and beginning dictionaries, both print and digital, to determine or clarify and phrases.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:3	UNIT NAME: Let's Create
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RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.3	Write narratives in which they recount a we describe actions, thought, and feelings, use temporal words to signal event order and, provide a sense of closure.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy /unhappy, tell/retell).

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:3	UNIT NAME: Let's Create
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RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, provide a sense of closure.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, and provide a sense of closure.
L.2.1f	Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy).

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:4
UNIT NAME: Better together		

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Use sentence-level context as a clue to the meaning of word or phrase	L.2.4a
2	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
3	Read on level text orally with accuracy, appropriate rate, and expression.	RF.2.4b
4	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	W.2.3
5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
6	Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4a
7	Know and apply grade –level phonics and word analysis in decoding words.	RF.2.3
8	Read on-level text orally with accuracy , appropriate rate, and expression	RF.2.4b
9	Write an opinion piece in which they introduce the topic or book, state an opinion, supply reasons that support the opinion use linking words (e.g. because, and , also)	W.2.1
10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
11	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.	L.2.4e

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:4	UNIT NAME: Better together
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12	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
13	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
14	Write informative/explanatory texts in which they introduce a topic, use facts to develop points, and provide a concluding statement or section.	W.2.2
15	Form and use the past tense of frequently occurring irregular verbs (e.g. , sat,hid,told)	L.2.1d
16	Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5
17	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3.b
18	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
19	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
20	Form and use the past tense of frequently occurring irregular verbs (e.g. , sat,hid,told)	L.2.1d
21	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).	L.2.4c

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:4	UNIT NAME: Better together
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22	Know spelling –sound correspondences for additional common vowel teams.	RF.2.3b
23	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
24	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
25	Demonstrate command of the conventions of standard English grammar and usage of writing and speaking.	L.2.1
Vocabulary Words		
	attached, delicious, frantically, gasped, swung, accident, attention, buddy, enormous, obeys, tip, aid, heal, informs, personal, serious, examines, hunger, mammal, normal, rescued, young, assembled, devoured, fetch, menu, simmered	

Code #	Common Core State Standards
L.2.4a	Use sentence-level context clue to the meaning of a word or phrase
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:4	UNIT NAME: Better together
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RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.)
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points; and provide a concluding statement or section.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #:4	UNIT NAME: Better together
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W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g; sat, hid, told).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
W.CCR.2	Write informative/ Explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
L.2.1f	Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy).

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: 2 UNIT #: 5 UNIT NAME: Growing and Changing

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
2	Decode regularly spelled two-syllable words with long vowels.	RF.2.3c
3	Read on-level phonics text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
4	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.CCR.1
5	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
6	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2
7	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
8	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2
9	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.	W.2.3
10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts		GRADE: 2	UNIT #: 5	UNIT NAME: Growing and Changing
11	Use an apostrophe to form contractions and frequently occurring possessives.			L.2.2c
12	Use sentence-level context as a clue to the meaning of a word or phrase.			L.2.4a
13	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			L.2.4b
14	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			L.2.4c
15	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			L.2.4e
VOCABULARY WORDS				
	burst, desert, drifts, drowns, gently, neighbor, aroma, blooming, muscles, prickly, scent, trade, ancient, confirm, hopeful, site, unable, valid, fluttered, giggled, peered, recognized, smuggled, vanished, beloved, glanced, gleamed, noble, promised, wiggled			

Common Core State Standards	
Code #	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.4b	Read on-level phonics text orally with accuracy, appropriate rate, and expression on successive readings.
R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts **GRADE: 2** **UNIT #: 5** **UNIT NAME: Growing and Changing**

W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: 2 UNIT #: 6 UNIT NAME: The World Around Us

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
2	Decode regularly spelled two-syllable words with long vowels.	RF.2.3c
3	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
4	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
5	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3
6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6
7	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2
8	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.	W.2.3
9	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
10	Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e
11	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: 2 UNIT #: 6 UNIT NAME: The World Around Us

12	Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4a
13	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c
14	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	L.2.4d
15	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L.2.4e
VOCABULARY WORDS		
	Beyond, burrow, distant, lengthy, warning, beasts, handy, itches, nibble, preen, puddles, conservation, extinct, hardest, remains, trouble, beware, destroy, grasslands, prevent, uprooted, violent, agreed, gathered, jabbing, randomly, signal	

Common Core State Standards

Code #	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.4b	Read on-level phonics text orally with accuracy, appropriate rate, and expression on successive readings.
R.CCCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts **GRADE: 2** **UNIT #: 6** **UNIT NAME: The World Around Us**

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Curriculum Units

Unit 1: Friends and Family

Unit 2: Community Heroes

Unit 3: Let's Create

Unit 4: Better Together

Unit 5: Growing and Changing

Unit 6: The World Around Us

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Sept- Mid October	6 weeks
<u>Unit 2:</u> Mid October-November	6 weeks
<u>Unit 3:</u> December-Mid January	6 weeks
<u>Unit 4:</u> Mid January- February	6 weeks
<u>Unit 5:</u> March- Mid April	6 weeks
<u>Unit 6:</u> Mid- April- May	6 weeks

Unit 1: Friends and Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Think about what makes a good friend.</p> <p>What details help you describe the characters' traits, motivation, and feelings?</p> <p>What happens in a story's beginning, middle, and end?</p> <p>What is the connection between all of the details in the selection?</p>	<p>RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2</p> <ol style="list-style-type: none"> Analyze story structure, summarize. Identify the characters, setting, plot, and main idea and details Make and confirm predictions. Use a dictionary to put words in ABC order. Identify words that end with -ed. Identify and understand words with prefixes and their meanings. Identify words with short a, e, i, o, u and long a, e, i, o, u, consonant 	<ul style="list-style-type: none"> Create a story map of a story. Use a graphic organizer to fill in information. Put student's names in class in ABC order. Word Family Houses Rhyming Game Subject/Predicate Game: Teacher says a sentence. Students point to the subject when the teacher says subject and act out the predicate when the teacher says predicate. 	<ul style="list-style-type: none"> Unit Assessment Weekly Assessments Formative Assessments online Formative assessments daily Exit Cards Journal Checks

<p>What do you think will happen next in the selection? Identify context clues.</p>	<p>digraphs, consonant blends, and soft c and g.</p> <p>8. Identify statements, questions, commands and exclamations.</p> <p>9. Identify subjects and predicates.</p>	<p>Punctuation Game:</p> <p>Teacher says a sentence and the students crouch down like a period if it's a statement, pose like a question mark if it's a question, and put their arms up like an exclamation mark if it's an exclamation.</p>	
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Unit 2: Community Heroes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What heroes live in your community?</p> <p>How did the setting and characters affect the events in the story?</p> <p>What details can you</p>	<p>1. Monitor comprehension/reread and read ahead to generate questions.</p> <p>2. Identify characters, plot and setting. Identify cause and effect. Identify main idea and details.</p>	<ul style="list-style-type: none"> • Daily Oral Language • Students fix incorrect sentences written by the teacher. • Create a story map using a graphic organizer. • Compare and contrast two similar books. 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments online • Formative assessments daily • Exit Cards • Journal Checks

<p>remember about the characters? What plot events did the character traits, motivations, or feelings cause?</p> <p>What is the connection between all of the details in the story?</p> <p>What inferences can you make about the characters and their traits, motivations, and feelings?</p> <p>What is the main idea of the selection?</p>	<p>3. Make inferences.</p> <p>4. Compare and Contrast.</p> <p>5. Use context clues to identify a word.</p> <p>6. Identify suffixes and their meanings.</p> <p>7. Identify word families.</p> <p>8. Decode and blend words with Long a, e, l, o, u.</p> <p>9. Identify compound words.</p> <p>10. Identify a noun (singular, plural, possessive and proper).</p> <p>11. Identify abbreviations.</p> <p>12. Identify uses for apostrophes and commas.</p>	<ul style="list-style-type: none"> • Compare and contrast skittles to M&Ms. • Context clue game. • Word Family Houses (including suffixes and prefixes). • Compound word pictures: Example Butterfly: draw a picture of butter on one flap of paper, a picture of a fly on another flap and inside of a butterfly. • Write letters to students in another class. 	
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Unit 3: Let's Create

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3		

L2/1, 2

How do people express their ideas and emotions in creative ways?

How did summarizing the ideas in the selection help you retell in logical sequence?

Why did the author write the selection? Use text evidence to support your answer.

Retell the events in a story's beginning, middle, and end. What was the problem and how was it solved?

Retell the ideas in the selection in order. By combining those ideas, what conclusions can you draw?

1. Visualize to generate questions.
2. Summarize a story. Identify the author's purpose.
3. Identify cause and effect.
4. Draw conclusions.
5. Use context clues to define multiple meaning words and idioms.
6. Identify antonyms and synonyms.
7. Define root words.
8. Identify prefixes and suffixes and their meanings.
9. Identify and generate alliteration and rhyme.
10. Decode and blend words with r-Controlled vowels, silent letters, and inflectional endings.
11. Identify syllables and phoneme isolation.
12. Identify a verb (action, present-tense, past-tense, and the verb *have*).
13. Identify proper sentence combining.

- Students close their eyes while other students engage in reader's theater to promote visualization.
- Students fill in a story map of what happened first, next, and last in order to summarize.
- Students will highlight words that provide context clues for definitions of other words.
- Multiple Meaning word match: students will draw pictures of words with multiple meanings.
- Poetry writing for alliteration and poetry
- Students will clap out syllables in words.
- Verb game: students will act out the verb that a teacher says, if the word is not a verb it can not be acted out.

- Unit Assessment
- Weekly Assessments
- Formative Assessments online
- Formative assessments daily
- Exit Cards
- Journal Checks

Unit 4: Better Together

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>How is working together better than working alone?</p> <p>Retell the events in a story's beginning, middle, and end. What was the problem and how was it solved?</p> <p>What do illustrations tell you about the characters and how they think, feel, and act?</p> <p>How do signal words such as <i>first, then, and next</i> help you retell the events or ideas presented?</p>	<ol style="list-style-type: none"> 1. Monitor comprehension/ reread and read ahead to analyze text and story structure. 2. Identify cause and effect and sequence of events. 3. Use illustrations. 4. Distinguish between fantasy and reality. 5. Use context clues to define synonyms and antonyms. 6. Use dictionaries to distinguish homophones. 7. Decode and blend words with diphthongs: ou, ow; oi, oy. 8. Decode and blend words with vowel digraphs: oo, ui, ew, ur, u, ou, oe; au, aw, a 9. Identify verbs (linking, helping, irregular) 10. Identify use of quotation marks 11. Identify use of letter 	<ul style="list-style-type: none"> • Students will use post it notes to read and reread to increase comprehension. • Students fill in a story graphic organizers for cause and effect and sequencing. • Students will practice using synonyms/antonyms in place of words in sentences and share work with partners. • Students will participate in blending words with diphthongs and digraphs by using 	<ul style="list-style-type: none"> • Unit Assessment • Weekly Assessments • Formative Assessments online • Formative assessments daily • Exit Cards • Journal Checks

<p>Is this story true, realistic, or a fantasy, how do you know?</p>	<p>punctuation, 12. Identify use of apostrophes and contractions. 13. Identify use of capitalization and book titles.</p>	<ul style="list-style-type: none"> word sound boards. Daily Oral Language will allow students to practice correcting sentences containing grammatical errors. 	
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Unit 5: Growing and Changing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s) RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2	Activities	Assessments
<p>How do animals and plants change as they grow?</p> <p>What is the main idea of the selection? Explain how it is different from the topic.</p> <p>Retell the events of the story in sequence. What do you think will happen</p>	<ol style="list-style-type: none"> Summarize a reading selection/ sequence of events Monitor Comprehension / read and reread a story to adjust reading rate. Make inferences in a selection. Decode words 	<ul style="list-style-type: none"> Students will use a graphic organizer to summarize a story Students will use post it notes to read and reread to increase comprehension skills Students will play a making inferences game Students will practice 	<ul style="list-style-type: none"> Unit Assessment Weekly Assessments Formative Assessments On Line Formative Assessments Daily Exit Cards Journal Checks

<p>next in the story?</p> <p>Summarize the details in the selection. What is the main idea?</p> <p>What inferences can you make about the characters in the story and their traits, motivation, and feelings?</p>	<p>with open and closed syllables</p> <p>5. Decode words with consonant + le</p> <p>6. Identify and use pronouns and possessive pronouns.</p> <p>7. Identify contractions</p> <p>8. Identify pronoun- Verb agreement in sentences.</p>	<p>clapping out words to determine open or closed syllable words</p> <ul style="list-style-type: none"> Students will practice replacing nouns with pronouns or possessive pronouns in sentences Students will engage in written daily oral language to practice correcting grammatical errors 	
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Unit 6: The World Around Us

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How do we learn about nature?</p> <p>Why did the author write the story? Explain.</p>	<p>RL 2/1,2,3 RI 2/1,6 RF 2/1,2,3,4 SL2/ 1,2,3 W2/2,3 L2/1, 2</p> <p>1. Identify the author's purpose</p> <p>2. Identify the problem and solution in a reading selection</p>	<ul style="list-style-type: none"> Discuss the three reasons why authors write stories Students will complete a story map identifying the problem and solution of a 	<ul style="list-style-type: none"> Unit Assessment Weekly Assessments Formative Assessments on Line

<p>Make a connection among the details in a story to identify the main idea. How is it different from the topic?</p> <p>What is the problem presented in the selection or in the story, and what steps are taken to solve it?</p>	<p>3. Identify cause-and-effect relationship in a text</p> <p>4. Identify words that have vowel team syllables</p> <p>5. Identify adjectives and adverbs</p> <p>6. Identify synonyms and antonyms</p> <p>7. Sentence punctuation commas in sentences and apostrophes</p> <p>8. Proper nouns the use of capitalization</p> <p>9. Read words with consonant + le syllables</p>	<p>text</p> <ul style="list-style-type: none"> • Complete graphic organizer on cause and effect in a reading selection • Students will complete sentences adding adjectives and adverbs to add details to writing • Students will practice using synonyms and antonyms in place of other words in sentences • Students will complete written daily language to correct the use of commas and apostrophes in sentences 	<ul style="list-style-type: none"> • Formative Daily Assessment • Exit Cards • Journal Checks
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Common Core Standards for Language Arts & Literacy

Grade Level: Second

RL: Reading Standards for Literature
Key Ideas and Details
RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3: Describe how characters in a story respond to major events and challenges.
Craft and Structure
RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6: Acknowledge differences in the points of

RI: Reading Standards for Informational Text
Key Ideas and Details
RI.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure
RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
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 quickly and efficiently.
RI.2.6: Identify the main purpose of a text,

view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas
RI.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot. (Not applicable to literature)
RI.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity
RI.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).
RI.2.8: Describe how reasons support specific points the author makes in a text.
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF: Foundational Skills: Second Grade

Print Concepts

RF.2.1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words .
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL: Speaking and Listening: Second Grade

Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

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

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

W: Writing Standards: Second Grade

Text Types and Purposes

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 concluding statement or section.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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.

Production and Distribution of Writing

(Begins in grade 3)

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

Research to Build and Present Knowledge

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).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

(Begins in grade 4)

Range of Writing

(Begins in grade 3)

L: Language Standards: Second Grade

Conventions

L.2.1: Observe conventions of grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Effective Language Use

(Begins in grade 3)

Vocabulary Acquisition and Usage

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<p>L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<p>L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

