

TOWNSHIP OF UNION PUBLIC SCHOOLS



ELA Grade 2

**Curricular Frameworks Units 1 - 4
Curriculum Guide
Updated July 16, 2019**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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.

Course Description

This guide has been created to assist district Grade 2 teachers in meeting the goals required to master the standards outlined in the Curricular Framework for English Language Arts (ELA). The framework is aligned to the New Jersey Student Learning Standards for English Language Arts (ELA) and reflect the skills and knowledge students need to succeed in college, career, and life.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Curricular Frameworks: Unit 1	45
Curricular Frameworks: Unit 2	45
Curricular Frameworks: Unit 3	45
Curricular Frameworks: Unit 4	45

Unit Standards Overview

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3B,E RL.2.3 RI.2.5 RF.2.4A,B,C RL.2.5 RI.2.6 RL.2.7 RI.2.7 RL.2.10 RI.2.10	Primary Focus Standards: W.2.3 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus Standards: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 2</u>	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,B,D RL.2.3 RI.2.3 RF.2.4A,B,C RL.2.4 RI.2.4 RL.2.5 RI.2.5 RL.2.7 RI.2.6 RL.2.10 RI.2.7 RI.2.10	Primary Focus Standards: W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E L.2.5B L.2.6

Overview	Reading	Writing	Speaking and Listening	Language
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Informative/explanatory writing • Shared research writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Unit 3	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,C,E RL.2.2 RI.2.2 RF.2.4A,B,C RL.2.4 RI.2.3 RL.2.6 RI.2.4 RL.2.9 RI.2.8 RL.2.10 RI.2.9 RI.2.10	Primary Focus Standards: W.2.1 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.3 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1B,C,D,E,F L.2.2B,C,D,E L.2.3A L.2.4A L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Informative/explanatory writing • Shared research writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Unit 4	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,C,D,E RL.2.2 RI.2.2 RF.2.4A,B,C RL.2.4 RI.2.3 RL.2.6 RI.2.4 RL.2.9 RI.2.8 RL.2.10 RI.2.9 RI.2.10	Primary Focus Standards: W.2.1 W.2.3 W.2.5 W.2.6 W.2.7	Primary Focus Standards: SL.2.1A,B,C SL.2.2, SL.2.3 SL.2.5	Primary Focus Standards: L.2.1B,D,E,F L.2.2B,D,E L.2.3A L.2.4A,B,C,E L.2.5A,B

Overview	Reading	Writing	Speaking and Listening	Language
		W.2.8		L.2.6
	<p>Text Type:</p> <ul style="list-style-type: none"> • Literary • Informational 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing pieces • Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<p>Suggested Open Education Resources</p>	<p>Reading</p> <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	<p>Writing & Language</p> <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://kylenebeers.com/blog/feed • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog

Curricular Units

Unit 1 Grade 2		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
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.	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.	<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
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 the problem
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 .	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.	RL.2.5: <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
		RI.2.5: <ul style="list-style-type: none"> • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information • 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
	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
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.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.2.7: <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
		RI.2.7: <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

Unit 1 Grade 2		
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
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)		<ul style="list-style-type: none"> • Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly-spelled words in texts
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. 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
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
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.		<ul style="list-style-type: none"> • Include an introduction statement • 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
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
Unit 1 Speaking and Listening Standards		Unit 1 Speaking and Listening Critical Knowledge and Skills

Unit 1 Grade 2	
<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 style="padding-left: 40px;">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 style="padding-left: 40px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<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
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 40px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 40px;">L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • 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 • Identify reflexive pronouns when reading, writing or speaking • Classify pronouns as reflexive • Accurately use reflexive pronouns when reading, writing or speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 40px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization when writing • Utilize reference materials and resources to correct one's own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing,</p>	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple

Unit 1 Grade 2	
speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	author examples to better understand the differences between formal and informal English
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. 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). 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 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 • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<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
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

Unit 1 Grade 2 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • Exit tickets • Reading Comprehension for informational text and literature: <ol style="list-style-type: none"> 1. Students will work with a partner to find text evidence for each 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> • Summative Assessment of Reading Skills that include: • Grammar assessments • Comprehension Assessments including:

<p>multiple-choice response</p> <p>2. Teacher will model with student prompting the completion of short written response using R.A.P.P to supply text evidence within a detailed response</p> <ul style="list-style-type: none"> • Formative assessment: Vocabulary • Lesson related reading comprehension, phonics, and grammar stations that will allow students to demonstrate knowledge through practice, proofreading, and peer partner work • Spelling homework that will provide students with diverse opportunities to study and practice weekly spelling words • Student reflections 	<ol style="list-style-type: none"> 1. Multiple choice pertaining to the who, what , when, where, why, and how of fiction and nonfiction stories, as well as identification of vocabulary, types of sentences, short vowel sounds, subjects/predicates and commas in a series 2. Short written response task that is dependent on the use of R.A.P.P. and the recall of learned information <ul style="list-style-type: none"> • Writing Tasks that include: <ul style="list-style-type: none"> ○ Use of R.A.P.P. as a comprehension tool with identification of text evidence ○ Completion of narrative writing compositions • IReady Diagnostics • EdConnect Assessments
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District/School Texts	District/School Supplementary Resources
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<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> • Journeys Reading Series: Big Books, Leveled Readers and Weekly Selections • Authentic Read Alouds • Mentor Texts • Classroom Libraries 	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none"> • YouTube Read-Aloud: <u>Humphrey: The Lost Whale</u> • YouTube Read-Aloud: <u>September Roses</u> to be used during 9/11 discussion as a means of developing connection to community leaders and how citizens can help each other during times of need • YouTube short videos/ ConnectEd animated lessons for phonics skills • 2nd grade created Powerpoints to reinforce and provide practice for subjects/predicates, present tense verbs, and commas in a series • Common Core Language Arts and Math workbook • Grade Level Writing Guide • Websites: <ul style="list-style-type: none"> www.storyworks.com www.readworks.org www.flocabulary.com www.corestandards.org www.spellingcity.com www.brainpop.com www.funbrain.com www.abcya.com <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:</p> <p>http://www.njamistadcurriculum.net/</p> <p>https://nj.gov/education/holocaust/curriculum/</p>
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District/School Writing Tasks		
<p>Primary Focus</p> <p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <p>Opinion Prompt Examples:</p> <ul style="list-style-type: none"> • Favorite Season • Favorite Text (when presented 2 books) • Your Most Valued Possession • Favorite Character • Favorite Holiday 	<p>Secondary Focus</p> <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> • Mentor Texts • Book Reports • RAPP 	<p>Routine Writing</p> <p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> • RAPP • Journal Writing Prompts • Reflections • Daily Oral Language • Writing Binder for Writing Process • Vocabulary Folder

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners:</p> <p>*All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-</p>	<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <p>*Refer to students' IEP for specific modifications and accommodations</p>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting

<p>do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee.

communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the [NJ Student Learning Standards](#)

21st Century Themes and Skills

21st Century Themes

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Unit 2 Grade 2

Unit 2 Reading Standards		Unit 2 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"> • Utilize textual evidence to support thinking when asking and answering general questions • Create questions about an important idea within the text (using who, what, where when, why, and/or how)
<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p>	<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>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
<p>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.</p>	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<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>	<p>RL.2.5:</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 • Identify which text features helps clarify important information about what is being read • Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
	<p>RI.2.6. Identify the main purpose of a text, including what the author wants</p>	<ul style="list-style-type: none"> • Determine the text’s main purpose according to what the author wants the reader to know

Unit 2 Grade 2

	to answer, explain, or describe.	
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.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>RL.2.7:</p> <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
		<p>RI.2.7:</p> <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
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
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)</p>		<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 irregularly spelling-sound correspondence words in texts
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<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

Unit 2 Grade 2	
Unit 2 Writing Standards	Unit 2 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 statement • 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.2.6. 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
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
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<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
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	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details

Unit 2 Grade 2	
feelings.	
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<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
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 40px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 40px;">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 movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • Articulate the purpose and use of collective nouns • Use collective nouns in student writing, not in isolation • 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 • Define and identify simple and compound sentences when reading and writing • Classify sentences as simple or compound
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 40px;">L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 40px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 40px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<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 • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">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"> • 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

Unit 2 Grade 2	
<p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>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> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials 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> <p>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).</p>	<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
<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

Unit 2 Grade 2 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • Exit tickets • Reading Comprehension for informational text and literature: <ol style="list-style-type: none"> 1. Students will work with a partner to find text evidence for each multiple-choice response 2. Teacher will model with student prompting the completion of short written response using R.A.P.P to supply text evidence 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> • Summative Assessment of Reading Skills that include: • Grammar assessments • Comprehension Assessments including: <ol style="list-style-type: none"> 1. Multiple choice pertaining to the who, what, when, where, why, and how of fiction and nonfiction stories, as well as identification of vocabulary, types of sentences, short vowel sounds, subjects/predicates and commas in a series 2. Short written response task that is dependent on the use of R.A.P.P. and the

<ul style="list-style-type: none"> within a detailed response • Formative assessment: Vocabulary • Lesson related reading comprehension, phonics, and grammar stations that will allow students to demonstrate knowledge through practice, proofreading, and peer partner work • Spelling homework that will provide students with diverse opportunities to study and practice weekly spelling words • Student reflections 	<ul style="list-style-type: none"> recall of learned information • Writing Tasks that include: <ul style="list-style-type: none"> ○ Use of R.A.P.P. as a comprehension tool with identification of text evidence ○ Completion of explanatory writing compositions • IReady Diagnostics • EdConnect Benchmark Assessments
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> • Journeys Reading Series: Big Books, Leveled Readers and Weekly Selections • Authentic Read Alouds • Mentor Texts • Classroom Libraries 	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none"> • YouTube short videos/ ThinkCentral animated lessons for phonics skills • 2nd grade created Powerpoints to reinforce and provide practice for subjects/predicates, present tense verbs, and commas in a series • Grade Level Writing Guide • YouTube Disney Cinderella Read Along • YouTube short videos to develop understanding of common nouns, plural nouns, proper nouns, possessive nouns (TurtleDiary.com) • ThinkCentral animated lessons for cause and effect, make inferences, and compare and contrast • Common Core Language Arts and Math workbook • Holiday WebQuest research questions + websites http://www.mes.rcs.k12.tn.us/teachers/largel/christmas.htm and http://holidaysaroundtheworld.weebly.com/index.html • Websites: www.storyworks.com www.readworks.org www.flocabulary.com www.corestandards.org www.spellingcity.com www.brainpop.com www.funbrain.com www.abcya.com <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:</p> <p>http://www.njamistadcurriculum.net/</p> <p>https://nj.gov/education/holocaust/curriculum/</p>

District/School Writing Tasks		
<p>Primary Focus</p> <p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> • Explanatory / Informative Examples: <ul style="list-style-type: none"> ○ How to Build a Snowman ○ What Makes a Good Leader ○ How to be a Good Student ○ How to Stand Up to a Bully ○ How to _____ (student choice) ○ Turkey Project/Writing ○ Multi-Cultural Day Writing 	<p>Secondary Focus</p> <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> • Mentor Texts • Book Reports • RAPP • Research countries and their culture for Multi-Cultural Day • “Disguise” a turkey and explain why it will survive Thanksgiving dinner without being eaten 	<p>Routine Writing</p> <p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> • RAPP • Journal Writing Prompts • Reflections • Daily Oral Language • Writing Binder for Writing Process • Vocabulary Folder

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Examples of Strategies and Practices that Support English Language Learners:</p> <p>*All WIDA Can Do Descriptors can be found</p>	<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <p>*Refer to students’ IEP for specific modifications</p>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p>

<p>at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to</p>	<p>21st Century Life and Careers Standards</p> <p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p>

solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the [NJ Student Learning Standards](#)

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

<ul style="list-style-type: none"> • <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> • <i>Creativity and Innovation (E)</i> • <i>Critical Thinking and Problem Solving (T) (A)</i> • <i>Communication (E)</i> • <i>Collaboration (E) (T)</i> 	
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Unit 3 Grade 2		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> • Utilize textual evidence to support thinking when asking and answering general questions • Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <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
		RI.2.2: <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
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<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, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<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

Unit 3 Grade 2

<p>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.</p>		<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
	<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	<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
<p>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.</p>	<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<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
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<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
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p>	<ul style="list-style-type: none"> • Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams • Utilize strategies for decoding words with affixes 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"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud 	

Unit 3 Grade 2	
<p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • 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
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>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.</p>	<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
<p>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.</p>	<ul style="list-style-type: none"> • Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • 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
<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>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.</p>	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques
<p>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).</p>	<ul style="list-style-type: none"> • Understand their role as part of a team and the work they are required to accomplish
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<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
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<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>	<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)

Unit 3 Grade 2	
<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"> • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
<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>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.</p>	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<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
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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 movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> • 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 • 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.2.2. Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none"> • Define and identify greetings and closings in letters (salutation)

Unit 3 Grade 2

<p>capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Use commas appropriate to offset greetings and closings in letters • Define and identify apostrophes when reading and writing • Articulate the purpose and use of apostrophes • Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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> <p>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).</p> <p>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).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials 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> <p>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).</p>	<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
<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

Unit 3 Grade 2 What This May Look Like

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- Exit tickets
- Reading Comprehension for informational text and literature:
 1. Students will work with a partner to find text evidence for each multiple-choice response
 2. Teacher will model with student prompting the completion of short written response using R.A.P.P to supply text evidence within a detailed response
- Formative assessment: Vocabulary
- Lesson related reading comprehension, phonics, and grammar stations that will allow students to demonstrate knowledge through practice, proofreading, and peer partner work
- Spelling homework that will provide students with diverse opportunities to study and practice weekly spelling words
- Student reflections

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Summative Assessment of Reading Skills that include:
- Grammar assessments
- Comprehension Assessments including:
 1. Multiple choice pertaining to the who, what , when, where, why, and how of fiction and nonfiction stories, as well as identification of vocabulary, types of sentences, short vowel sounds, subjects/predicates and commas in a series
 2. Short written response task that is dependent on the use of R.A.P.P. and the recall of learned information
- Writing Tasks that include:
 - Use of R.A.P.P. as a comprehension tool with identification of text evidence
 - Completion of explanatory writing compositions
- IReady Diagnostics
- EdConnect Benchmark Assessments

District/School Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

- **Journeys Reading Series: Big Books, Leveled Readers and Weekly Selections**
- Authentic Read Alouds
- Mentor Texts
- Classroom Libraries

District/School Supplementary Resources

Districts or schools choose supplementary resources that are not considered “texts.”

- YouTube short videos/ ThinkCentral animated lessons for phonics skills
- Second grade created Powerpoints to reinforce and provide practice for subjects/predicates, present tense verbs, and commas in a series
- Grade Level Writing Guide
- YouTube short videos to develop understanding of action verbs, present-tense verbs, past-tense verbs, the verb *have*, linking verbs, irregular verbs, and contractions (TurtleDiary.com)
- ThinkCentral animated lessons for cause and effect, summarize, author’s purpose, draw conclusions, use illustrations, sequencing, compare and contrast, and distinguish between fantasy and reality
- Common Core Language Arts workbook
- Websites:
www.storyworks.com
www.readworks.org

www.flocabulary.com
www.corestandards.org
www.spellingcity.com
www.brainpop.com
www.funbrain.com
www.abcya.com

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

<http://www.njamistadcurriculum.net/>

<https://nj.gov/education/holocaust/curriculum/>

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards: Informational or Literary.

- Narrative
- Examples:
 - A Rainy Day
 - If I Could Fly
 - If I Were Invisible for a Day
 - If I Had a Million Dollars

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

- Mentor Texts
- Book Reports
- RAPP
- Research science topics for presentation

Routine Writing

This is daily writing or writing that is done several times over a week.

- RAPP
- Journal Writing Prompts
- Reflections
- Daily Oral Language
- Writing Binder for Writing Process
- Vocabulary Folder

Unit 3 Suggested Modifications/Accommodations/Extension Activities

<p align="center">English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Examples of Strategies and Practices that Support English Language Learners:</p> <p>*All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <p>*Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

Unit 4 Grade 2

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <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 is the story teaching
		RI.2.2: <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
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<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, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<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
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
	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
RL.2.9. Compare and contrast two or	RI.2.9. Compare and contrast the	RL.2.9:

Unit 4 Grade 2		
<p>more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>most important points presented by two texts on the same topic.</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>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<p>RI.2.9:</p> <ul style="list-style-type: none"> Identify the most important points in two different texts on the same topic Find similarities and differences in those points when reading texts on the same topic
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)</p>	<ul style="list-style-type: none"> Identify typical vowel combinations Demonstrate ability to pronounce and spell words with vowel teams 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> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<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 	
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>	
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are</p>	<ul style="list-style-type: none"> Include an introduction statement 	

Unit 4 Grade 2	
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"> • 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
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.	<ul style="list-style-type: none"> • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Include an introduction statement • End with a closing statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions
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
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
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<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
SL.2.2. Recount or describe key ideas or details from a text read aloud or	<ul style="list-style-type: none"> • Demonstrate careful listening in order to describe or recount what they heard

Unit 4 Grade 2	
information presented orally or through other media.	
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<ul style="list-style-type: none"> • Ask questions and understand and answer questions asked of them in order to clarify or gain further information
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
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 40px;">L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p style="padding-left: 40px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 40px;">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 movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> • Identify irregular plural nouns used when writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when reading and 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 • Classify adjectives and adverbs in sentences • Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking • Define and identify simple and compound sentences when reading • Classify sentences as simple or compound • Use simple and compound sentences when writing or speaking • Expand and/or rearrange simple and compound sentence when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.2.2.B. Use commas in greetings and closings of letters.</p> <p style="padding-left: 40px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 40px;">L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • 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.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<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

Unit 4 Grade 2	
L.2.3.A. Compare formal and informal uses of 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> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>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).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials 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> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>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).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<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) when writing and speaking • Make purposeful language choices to communicate in an effective way when writing and speaking • Utilize adjectives and adverbs to describe where necessary when writing and speaking

Unit 4 Grade 2 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<ul style="list-style-type: none"> • Exit tickets • Reading Comprehension for informational text and literature: <ol style="list-style-type: none"> 1. Students will work with a partner to find text evidence for each multiple-choice response 2. Teacher will model with student prompting the completion of short written response using R.A.P.P to supply text evidence within a detailed response • Formative assessment: Vocabulary • Lesson related reading comprehension, phonics, and grammar stations that will allow students to demonstrate knowledge through practice, proofreading, and peer partner work • Spelling homework that will provide students with diverse opportunities to study and practice weekly spelling words • Student reflections 	<ul style="list-style-type: none"> • Summative Assessment of Reading Skills that include: • Grammar assessments • Comprehension Assessments including: <ol style="list-style-type: none"> 1. Multiple choice pertaining to the who, what , when, where, why, and how of fiction and nonfiction stories, as well as identification of vocabulary, types of sentences, short vowel sounds, subjects/predicates and commas in a series 2. Short written response task that is dependent on the use of R.A.P.P. and the recall of learned information • Writing Tasks that include: <ul style="list-style-type: none"> ○ Use of R.A.P.P. as a comprehension tool with identification of text evidence ○ Completion of explanatory writing compositions • IReady Diagnostics • EdConnect Benchmark Assessments
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- Grade Level Writing Guide
- YouTube short videos to develop understanding of prn (TurtleDiary.com)
- ThinkCentral animated lessons for cause and effect, summarize, author’s purpose, draw conclusions, use illustrations, sequencing, compare and contrast, and distinguish between fantasy and reality
- Common Core Language Arts workbook
- Websites:
 - www.storyworks.com
 - www.readworks.org
 - www.flocabulary.com
 - www.corestandards.org
 - www.spellingcity.com
 - www.brainpop.com
 - www.funbrain.com
 - www.abcya.com

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

<http://www.njamistadcurriculum.net/>

<https://nj.gov/education/holocaust/curriculum/>

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards: Informational or Literary.

- Opinion
Examples:
 - Favorite Friend
 - Favorite Food
- Explanatory/Informative
Examples:
 - Explain why it is so important for kids to attend school
 - Think of a person whom you consider to be a hero. Explain why other people should admire this person.
- Narrative
Examples:
 - If I had a Super Power
 - A TV Show I Would Make Up

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

- Mentor Texts
- Book Reports
- RAPP
- Research science topics for presentation

Routine Writing

This is daily writing or writing that is done several times over a week.

- RAPP
- Journal Writing Prompts
- Reflections
- Daily Oral Language
- Writing Binder for Writing Process
- Vocabulary Folder

Unit 4 Suggested Modifications/Accommodations/Extension Activities

<p align="center">English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Examples of Strategies and Practices that Support English Language Learners:</p> <p>*All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <p>*Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections

<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>21st Century Themes and Skills</p> <p><i>21st Century Themes</i></p>	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real</p>

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

world.