



# **ENGLISH LANGUAGE ARTS CURRICULUM**

## **Grade 2**

New Jersey Student Learning Standards

**CURRICULUM DETAILS**  
**ENGLISH LANGUAGE ARTS GRADE 2**

	Mathematics (outlined in the NJSLS)		Science (outlined in the NJSLS)	Social Studies (outlined in the NJSLS)
Interdisciplinary Connections	M3. Construct viable arguments and critique the reasoning of others. M5. Use appropriate tools strategically. M6. Attend to precision. M7. Look for and make use of structure.		S1. Asking questions and defining problems. S7. Engaging in argument from evidence. S8. Obtaining, evaluating, and communicating information.	SS1. Be civic minded, globally aware, and socially responsible. SS4. Consider multiple perspectives, values diversity, and promotes cultural understanding. SS7. Utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.
	Core Materials	Teacher Edition, Student Textbooks, Reader’s and Writer’s Notebook, Retelling Cards, Writing to Sources		
	Leveled Resources	Leveled Reader Database (online)		
	Modified Resources	Response to Intervention Kit		
Core Instructional Materials	Technology & Digital Tools	Pearson Realize Platform (eText, interactive activities), Audio Text, Building Background CD, Modeled Pronunciation CD, Teacher Resource DVD, Examview DVD		
	21 <sup>st</sup> Century Themes & Skills CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. 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. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Technology Standards	8.1 Educational Technology 8.1.B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. 8.1.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			
	8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming 8.2.E: Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.			

<b>Pacing Guide: Overview</b>	The New Jersey Student Learning Standards for English Language Arts outline the student learning objectives that are to be addressed within each grade level. Based on these objectives, the South Bergen Jointure Commission has created pacing guides which outline the scope and sequence that is to be followed for each of its curricula. Refer to the <i>Pacing Guide</i> below for additional details.		
<b>Assessment: Overview</b>	To assess the grade level expectations outlined in the New Jersey Student Learning Standards for English Language Arts, the South Bergen Jointure Commission employs the use of both formative and summative assessments. These assessments include beginning and end of year benchmark testing, as well as general progress monitoring. Refer to the <i>Assessment Guide</i> below for additional details.		
MODIFICATIONS			
Special Education	At-Risk	English Language Learners	Gifted and Talented
Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	English Language Learners Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

## **GENERAL CURRICULUM**

**Introduction:** The following curriculum adheres to the New Jersey Student Learning Standards for English Language Arts for Grade 2. The five domains of English Language Arts that form the foundation of this curriculum are: Reading (literature and informational text), Foundational Skills, Writing, Speaking and Listening and Language. A progression of skills in these areas is represented throughout this district's K-12 English Language Arts curricula.

### **New Jersey Student Learning Standards for English Language Arts**

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

### **Textbook Series**

#### **Scott Foresman Reading Street © 2013**

The Scott Foresman Reading Street series focuses on moving children toward higher-order thinking and college and career readiness. Reading Street is personalized, interactive, and responsive. This series is built for performance and manageability. Weekly target skills and strategies perfectly align to grade-level standards.

**PACING GUIDE: GENERAL CURRICULUM**  
**ENGLISH LANGUAGE ARTS: GRADE 2**

MONTH	UNIT DETAILS		NJSLS
<b>SEPTEMBER</b>  Realistic Fiction  Poetry  Expository Text	<ul style="list-style-type: none"> <li>● Main Selection: <i>The Twin Club</i> <ul style="list-style-type: none"> <li>○ Paired Selection: “1<sup>st</sup> Day of School” and “179 Day of School” (Unit 2.1)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <u>Genre:</u> Realistic Fiction &amp; Poetry  <u>Phonemic Awareness:</u> Distinguish Media Phonemes  <u>Phonics:</u> <i>Target- Short Vowels and Consonants</i>  <i>Review- Syllable Pattern VC/CV &amp; VCC/V</i>  <u>Spelling:</u> Short Vowels and Consonants</p> <p><b><u>Read and Comprehend:</u></b>  <u>High-Frequency Words:</u> beautiful, country, friend, front, someone, somewhere  <u>Comprehension:</u> <ul style="list-style-type: none"> <li>○ Skill: Character and Setting</li> <li>○ Strategy- Monitor and Clarify</li> <li>○ Review Skill- Plot and Theme</li> </ul> <u>Vocabulary:</u> Alphabetize  <u>Fluency:</u> Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <u>Writing/ Grammar:</u> Personal Narrative  Trait: Sentences  <u>Conventions:</u> Sentences  <u>Listening and Speaking:</u> Why We Speak/ Why We Listen  <u>Research Skills:</u> Media Center/Library</p>	<ul style="list-style-type: none"> <li>● Main Selection: <i>Exploring Space with an Astronaut</i> <ul style="list-style-type: none"> <li>○ Paired Selection: <i>A Trip to Space Camp</i>” (Unit 2.1)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <u>Genre:</u> Expository Text  <u>Phonemic Awareness:</u> Distinguish Media Phonemes  <u>Phonics:</u> <i>Target- Long Vowels VCe</i>  <i>Review- Short Vowels</i>  <u>Spelling:</u> Long Vowels VCe</p> <p><b><u>Read and Comprehend:</u></b>  <u>High-Frequency Words:</u> everywhere, live, machines, move, woman, work, world  <u>Comprehension:</u> <ul style="list-style-type: none"> <li>○ Skill: Main Idea and Details</li> <li>○ Strategy- Text Structure</li> <li>○ Review Skill- Author’s Purpose</li> </ul> <u>Vocabulary:</u> Position Words  <u>Fluency:</u> Accuracy</p> <p><b><u>Language Arts:</u></b>  <u>Writing/ Grammar:</u> Expository Nonfiction  Trait: Sentences  <u>Conventions:</u> Subjects  <u>Listening and Speaking:</u> Be a Good Speaker and Listener  <u>Research Skills:</u> Reference Sources</p>	RL.2.3 RL.2.4 RL.2.10 RI.2.2 RI.2.4 RF.2.2 RF.2.3 RF.2.4 W.2.2 W.2.3 W.2.7 SL.2.1 SL.2.6 L.2.1 L.2.2 L.2.5 L.2.6

MONTH	UNIT DETAILS			NJSLS
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• <b>Main Selection:</b> <i>Henry and Mudge and the Starry Night</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>How to Make a S'more (Unit 2.1)</i></li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b>Genre:</b> Realistic Fiction &amp; Procedural Text  <b>Phonemic Awareness:</b> Segment and Blend Phonemes  <b>Phonics:</b> <i>Target- Consonant Blends</i>  <i>Review- Long Vowels VCe</i>  <b>Spelling:</b> Consonant Blends</p> <p><b><u>Read and Comprehend:</u></b>  <b>High-Frequency Words:</b> bear, build, couldn't father, love, mother, straight  <b>Comprehension:</b> <ul style="list-style-type: none"> <li>○ Skill: Character and Setting</li> <li>○ Strategy- Story Structure</li> <li>○ Review Skill- Main Idea and Details</li> </ul> <b>Vocabulary:</b> Synonyms  <b>Fluency:</b> Accuracy and Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <b>Writing/ Grammar:</b> Realistic Fiction  Trait: Organization  <b>Conventions:</b> Predicates  <b>Listening and Speaking:</b> Media Literacy: Purposes of Media  <b>Research Skills:</b> Personal Sources</p>	<ul style="list-style-type: none"> <li>• <b>Main Selection:</b> <i>A Walk in the Desert</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Rainforests (Unit 2.1)</i></li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b>Genre:</b> Expository Text &amp; Informational Text  <b>Phonemic Awareness:</b> Segment and Blend Phonemes  <b>Phonics:</b> <i>Target- Inflected Endings</i>  <i>Review- Consonant Blends</i>  <b>Spelling:</b> Inflected Endings</p> <p><b><u>Read and Comprehend:</u></b>  <b>High-Frequency Words:</b> animals, early, eyes, full, warm, water  <b>Comprehension:</b> <ul style="list-style-type: none"> <li>○ Skill: Main Idea and Details</li> <li>○ Strategy- Important Ideas</li> <li>○ Review Skill- Compare and Contrast</li> </ul> <b>Vocabulary:</b> Alphabetize  <b>Fluency:</b> Appropriate Phrasing</p> <p><b><u>Language Arts:</u></b>  <b>Writing/ Grammar:</b> Brief Report  Trait: Word Choice  <b>Conventions:</b> Declarative and Interrogative Sentences  <b>Listening and Speaking:</b> Narrate a Story in Sequence</p> <ul style="list-style-type: none"> <li>• <b>Research Skills:</b> Parts of a Book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Main Selection:</b> <i>The Strongest One</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Anteaters (Unit 2.1)</i></li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b>Genre:</b> Drama &amp; Expository Text  <b>Phonemic Awareness:</b> Segment and Blend Phonemes  <b>Phonics:</b> <i>Target- Consonant Digraphs</i>  <i>Review- Inflected endings</i>  <b>Spelling:</b> Consonant Digraphs</p> <p><b><u>Read and Comprehend:</u></b>  <b>High-Frequency Words:</b> gone, learn, often, pieces, though, together, very  <b>Comprehension:</b> <ul style="list-style-type: none"> <li>○ Skill: Facts and Details</li> <li>○ Strategy- Predict and Set Purpose</li> <li>○ Review Skill- Character and Setting</li> </ul> <b>Vocabulary:</b> Synonyms  <b>Fluency:</b> Expression and Intonation</p> <p><b><u>Language Arts:</u></b>  <b>Writing/ Grammar:</b> Play Scene  Trait: Conventions  <b>Conventions:</b> Imperative and Exclamatory Sentences  <b>Listening and Speaking:</b> Present and Dramatic Interpretation  <b>Research Skills:</b> Maps</p>	RL.2.3 RL.2.10 RI 2.1 RI.2.2 RF.2.2 RF.2.3 RF.2.4 W.2.2 W.2.3 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.4 L.2.1 L 2.2 L.2.4 L.2.6

MONTH	UNIT DETAILS			NJSLS
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• <b>Main Selection:</b> <i>Tara and Tiree, Fearless Friends</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Rescue Dogs</i> (Unit 2.2)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Literary Nonfiction &amp; Expository Text  <b><u>Phonemic Awareness:</u></b> Substitute Initial Phonemes  <b><u>Phonics:</u></b> <i>Target- Vowels: r-controlled ar, or, ore, oar, Review- Short Vowels</i>  <b><u>Spelling:</u></b> Vowels: r-Controlled ar, or, ore</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>High-Frequency Words:</u></b> break, family, heard, listen, once, pull  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Cause and Effect</li> <li>○ Strategy- Summarize</li> <li>○ Review Skill- Fact and Opinion</li> </ul> <b><u>Vocabulary:</u></b> Unfamiliar Words  <b><u>Fluency:</u></b> Accuracy and Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Narrative Nonfiction  Trait: Voice  <b><u>Conventions:</u></b> Nouns  <b><u>Listening and Speaking:</u></b> Give and Follow Instructions  <b><u>Research Skills:</u></b> Notes</p>	<ul style="list-style-type: none"> <li>• <b>Main Selection:</b> <i>Abraham Lincoln</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Lincoln</i> (Unit 2.2)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Informational Text &amp; Poetry  <b><u>Phonemic Awareness:</u></b> Segment and Count Phonemes  <b><u>Phonics:</u></b> <i>Target- Contractions</i>  <i>Review- Consonant Blends</i>  <b><u>Spelling:</u></b> Contractions</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>High-Frequency Words:</u></b> certainly, either, great, laugh, second, worst, you're  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Author's Purpose</li> <li>○ Strategy- Text Structure</li> <li>○ Review Skill- Fact and Details</li> </ul> <b><u>Vocabulary:</u></b> Dictionary/Glossary; Guide Words  <b><u>Fluency:</u></b> Read with Expression</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Biography  Trait: Focus/Ideas  <b><u>Conventions:</u></b> Proper Nouns  <b><u>Listening and Speaking:</u></b> Recognize and Explain Purposes of Media  <b><u>Research Skills:</u></b> Timeline</p>	<ul style="list-style-type: none"> <li>• <b>Main Selection:</b> <i>Scarcity</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Goods and Services</i> (Unit 2.2)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Expository Text &amp; Informational Text  <b><u>Phonemic Awareness:</u></b> Substitute Initial Phonemes  <b><u>Phonics:</u></b> <i>Target- r-Controlled er, ir, ur, Review- Short Vowels e, i, u</i>  <b><u>Spelling:</u></b> r-Controlled er, ir, ur</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>High-Frequency Words:</u></b> above, ago, enough, toward, whole, word  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Facts and Details</li> <li>○ Strategy- Background Knowledge</li> <li>○ Review Skill- Cause and Effect</li> </ul> <b><u>Vocabulary:</u></b> Time and Order Words for Sequence  <b><u>Fluency:</u></b> Appropriate Phrasing</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Expository Nonfiction  Trait: Word Choice  <b><u>Conventions:</u></b> Singular and Plural Nouns  <b><u>Listening and Speaking:</u></b> Ask and Answer Questions  <b><u>Research Skills:</u></b> Chapter Headings</p>	RL.2.1 RL.2.3 RL.2.4 RL.2.10 RI.2.1 RI.2.4 RI.2.5 RI.2.6 RF.2.2 RF.2.3 RF.2.4 W.2.2 W.2.3 W.2.6 W.2.7 SL.2.2 SL.2.3 L.2.1 L.2.2 L.2.6

MONTH	UNIT DETAILS		NJSLS
DECEMBER	<ul style="list-style-type: none"> <li>● <b>Main Selection:</b> <i>The Bremen Town Musicians</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>A Fool Goes Fishing</i> (Unit 2.2)</li> </ul> </li> </ul> <p><b>Get Ready to Read:</b>  <u>Genre:</u> Drama/Fairy Tale &amp; Folk Tale  <u>Phonemic Awareness:</u> Substitute Initial Phonemes  <u>Phonics:</u> <i>Target- Plurals</i>  <i>Review- Inflected Endings</i>  <u>Spelling:</u> Plurals</p> <p><b>Read and Comprehend:</b>  <u>High-Frequency Words:</u> bought, people, pleasant, probably, scared, shall, sign  <u>Comprehension:</u> <ul style="list-style-type: none"> <li>○ Skill: Cause and Effect</li> <li>○ Strategy- Story Structure</li> <li>○ Review Skill- Compare and Contrast</li> </ul> <u>Vocabulary:</u> Homophones  <u>Fluency:</u> Read with Expression</p> <p><b>Language Arts:</b>  <u>Writing/ Grammar:</u> Fairy Tale  Trait: Organization  <u>Conventions:</u> Plural Nouns that Change Spelling  <u>Listening and Speaking:</u> Recognize/Explain Purposes of Media  <u>Research Skills:</u> Encyclopedia</p>	<ul style="list-style-type: none"> <li>● <b>Main Selection:</b> <i>One Good Turn Deserves Another</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>The Lion and the Mouse</i> (Unit 2.2)</li> </ul> </li> </ul> <p><b>Get Ready to Read:</b>  <u>Genre:</u> Folk Tale &amp; Fable  <u>Phonemic Awareness:</u> Substitute Final Phonemes  <u>Phonics:</u> <i>Target- Vowel Patterns a, ai, ay</i>  <i>Review- Plurals</i>  <u>Spelling:</u> Vowels Digraphs ai, ay</p> <p><b>Read and Comprehend:</b>  <u>High-Frequency Words:</u> behind, brought, door, everybody, minute, promise, sorry  <u>Comprehension:</u> <ul style="list-style-type: none"> <li>○ Skill: Compare and Contrast</li> <li>○ Strategy- Inferring</li> <li>○ Review Skill- Author's Purpose</li> </ul> <u>Vocabulary:</u> Unfamiliar Words  <u>Fluency:</u> Read with Accuracy</p> <p><b>Language Arts:</b>  <u>Writing/ Grammar:</u> Folk Tale  Trait: Sentences  <u>Conventions:</u> Possessive Nouns  <u>Listening and Speaking:</u> Give and Follow Instructions  <u>Research Skills:</u> Read a Web Page</p>	RL.2.1 RL.2.2 RL.2.9 RL.2.10 RF.2.2 RF.2.3 RF.2.4 W.2.3 SL.2.1 SL.2.2 SL.2.3 L.2.1 L.2.2 L.2.6



MONTH	UNIT DETAILS		NJSLS
JANUARY	<ul style="list-style-type: none"> <li>● <b>Main Selection: <i>Pearl and Wagner: Two Good Friends</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>Alberto, the Scientist</i></b> (Unit 2.3)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Fantasy &amp; Autobiography  <b><u>Phonemic Awareness:</u></b> Substitute Final Phonemes  <b><u>Phonics:</u></b> <i>Target-Vowel Patterns e, ee, ea, y</i>  <i>Review- Vowel Patterns a, ai, ay</i>  <b><u>Spelling:</u></b> Vowel Patterns ee, ea, y</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>High-Frequency Words:</u></b> guess, pretty, science, shoe, village, watch, won  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Author's Purpose</li> <li>○ Strategy- Questioning</li> <li>○ Review Skill- Plot and Theme</li> </ul> <b><u>Vocabulary:</u></b> Antonyms  <b><u>Fluency:</u></b> Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Animal Fantasy  Trait: Voice  <b><u>Conventions:</u></b> Verbs  <b><u>Listening and Speaking:</u></b> Make Introductions  <b><u>Research Skills:</u></b> Picture Graph</p>	<ul style="list-style-type: none"> <li>● <b>Main Selection: <i>Dear Juno</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>Many Ways to Be a Soldier</i></b> (Unit 2.3)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Realistic Fiction &amp; Historical Fiction  <b><u>Phonemic Awareness:</u></b> Substitute Medial Phonemes  <b><u>Phonics:</u></b> <i>Target-Vowel Patterns o, oa, ow</i>  <i>Review- r-Controlled ar, or, ore, oar</i>  <b><u>Spelling:</u></b> Vowel Patterns o, oa, ow</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>High-Frequency Words:</u></b> answer, company, faraway, parents, picture, school, wash  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Draw Conclusions</li> <li>○ Strategy- Visualize</li> <li>○ Review Skill- Sequence</li> </ul> <b><u>Vocabulary:</u></b> Prefixes  <b><u>Fluency:</u></b> Accuracy and Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Friendly Letter  Trait: Focus/ Ideas  <b><u>Conventions:</u></b> Verbs with Singular and Plural Nouns  <b><u>Listening and Speaking:</u></b> Solve Problems  <b><u>Research Skills:</u></b> Newspapers and Periodicals</p>	RL.2.1 RL.2.2 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 RF.2.2 RF.2.3 RF.2.4 W.2.3 SL.2.1 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6
	<ul style="list-style-type: none"> <li>● <b>Main Selection: <i>Anansi Goes Fishing</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>Do Spiders stick to their own webs? &amp; Do Turtles Leave their Shells?</i></b> (Unit 2.3)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Folk Tale &amp; Poetry  <b><u>Phonemic Awareness:</u></b> Segment and Count Phonemes  <b><u>Phonics:</u></b> <i>Target-Compound Words</i>  <i>Review- Consonant Blends</i>  <b><u>Spelling:</u></b> Compound Words</p>	<ul style="list-style-type: none"> <li>● <b>Main Selection: <i>Rosa and Blanca</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>The Crow and the Pitcher</i></b> (Unit 2.3)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Realistic Fiction &amp; Fable  <b><u>Phonemic Awareness:</u></b> Substitute Final Phonemes  <b><u>Phonics:</u></b> <i>Target-Vowel Patterns I, ie, igh, y</i>  <i>Review- Long I (VCe)</i>  <b><u>Spelling:</u></b> Vowel Patterns I, igh, y</p>	

	<p><b><u>Read and Comprehend:</u></b>  <u>High-Frequency Words:</u> been, believe, caught, finally, today, tomorrow, whatever  <u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>o Skill: Compare and Contrast</li> <li>o Strategy-Summarize</li> <li>o Review Skill- Draw conclusions</li> </ul> <p><u>Vocabulary:</u> Antonyms  <u>Fluency:</u> Expression</p> <p><b><u>Language Arts:</u></b>  <u>Writing/ Grammar:</u> Narrative Poem  Trait: Conventions  <u>Conventions:</u> Verbs for Past, Present, and Future  <u>Listening and Speaking:</u> Summarize Information  <u>Research Skills:</u> Interview</p>	<p><b><u>Read and Comprehend:</u></b>  <u>High-Frequency Words:</u> alone, buy, daughters, half, many, their, youngest  <u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>o Skill: Fact and Opinion</li> <li>o Strategy-Infering</li> <li>o Review Skill- Sequence</li> </ul> <p><u>Vocabulary:</u> Words from Other Languages  <u>Fluency:</u> Appropriate Phrasing</p> <p><b><u>Language Arts:</u></b>  <u>Writing/ Grammar:</u> Writing for Tests: Realistic Fiction  Trait: Word Choice  <u>Conventions:</u> More about Verbs  <u>Listening and Speaking:</u> Give a Description  <u>Research Skills:</u> Index</p>	
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MONTH	UNIT DETAILS		NJSLS
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>● <b>Main Selection: <i>A Weed is a Flower</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>What's made from Corn?</i></b> (Unit 2.3)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <u>Genre:</u> Biography &amp; Informational Text  <u>Phonemic Awareness:</u> Blend and Segment Phonemes  <u>Phonics:</u> <i>Target-Comparative Endings</i>  <i>Review- Inflected Endings</i>  <u>Spelling:</u> Comparative Endings –er, -est</p> <p><b><u>Read and Comprehend:</u></b>  <u>High-Frequency Words:</u> clothes, hours, money, neighbor, only, question, taught  <u>Comprehension:</u> <ul style="list-style-type: none"> <li>○ Skill: Fact and Opinion</li> <li>○ Strategy-Infering</li> <li>○ Review Skill- Sequence</li> </ul> <u>Vocabulary:</u> Synonyms  <u>Fluency:</u> Expression and Intonation</p> <p><b><u>Language Arts:</u></b>  <u>Writing/ Grammar:</u> Review  Trait: Organization  <u>Conventions:</u> Verbs Am, Is, Are, Was, Were  <u>Listening and Speaking:</u> Media literacy; Describe Media Techniques  <u>Research Skills:</u> Internet</p>	<ul style="list-style-type: none"> <li>● <b>Main Selection: <i>A Froggy Fable</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>Ben the Bullfrog</i></b> (Unit 2.4)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <u>Genre:</u> Fable &amp; Tall Tale  <u>Phonics:</u> <i>Target-Final Syllable -le</i>  <i>Review- Comparative Endings –er, -est</i>  <u>Spelling:</u> Final Syllable -le</p> <p><b><u>Read and Comprehend:</u></b>  <u>Selection Vocabulary:</u> clearing, crashed, perfect, pond, spilling, splashing, traveled  <u>Comprehension:</u> <ul style="list-style-type: none"> <li>○ Skill: Draw Conclusions</li> <li>○ Strategy-Background Knowledge</li> <li>○ Review Skill-Character and Setting</li> </ul> <u>Vocabulary:</u> Multiple- Meaning Words  <u>Fluency:</u> Accuracy and Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <u>Writing/ Grammar:</u> Friendly Letter  Trait: Organization  <u>Conventions:</u> Adjectives and Our Senses  <u>Listening and Speaking:</u> Media literacy; Describe Media Techniques  <u>Research Skills:</u> Thesaurus</p>	RI.2.1 RI.2.8 RF.2.2 RF.2.3 RF.2.4 W.2.1 W.2.2 W.2.5 SL.2.1 SL.2.2 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6

MONTH	UNIT DETAILS			NJSLS
<b>MARCH</b>	<ul style="list-style-type: none"> <li>• <b>Main Selection: <i>Life Cycle of a Pumpkin</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>How do Seeds Know Which Way is UP?</i></b> (Unit 2.4)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Expository Text &amp; Poetry  <b><u>Phonics:</u></b> <i>Target- Vowel Patterns oo, u</i>  <i>Review- Short u</i>  <b><u>Spelling:</u></b> Vowel Patterns oo, u</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>Selection Vocabulary:</u></b> bumpy, fruit, harvest, root, smooth, soil, vine  <b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>○ Skill: Sequence</li> <li>○ Strategy-Important Ideas</li> <li>○ Review Skill-Fact and Opinion</li> </ul> <p><b><u>Vocabulary:</u></b> Antonyms  <b><u>Fluency:</u></b> Read with Accuracy</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Expository Nonfiction  Trait: Word Choice  <b><u>Conventions:</u></b> Adjectives for Number, Size, and Shape  <b><u>Listening and Speaking:</u></b> Make an Announcement  <b><u>Research Skills:</u></b> Personal Sources</p>	<ul style="list-style-type: none"> <li>• <b>Main Selection: <i>Soil</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>Burrowing</i></b> (Unit 2.4)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Expository Text  <b><u>Phonics:</u></b> <i>Target- Diphthongs ou, ow, oi, oy</i>  <i>Review- Vowel Patterns oo, u</i>  <b><u>Spelling:</u></b> Diphthongs ou, ow oi, oy</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>Selection Vocabulary:</u></b> grains, materials, particles, seeps, substances, texture  <b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>○ Skill: Fact and Opinion</li> <li>○ Strategy-Questioning</li> <li>○ Review Skill-Facts and Details</li> </ul> <p><b><u>Vocabulary:</u></b> Suffixes  <b><u>Fluency:</u></b> Read with Appropriate Phrasing</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Short Expository Report  Trait: Sentences  <b><u>Conventions:</u></b> Comparative and Superlative Adjectives  <b><u>Listening and Speaking:</u></b> Speak Well  <b><u>Research Skills:</u></b> Diagram</p>	<ul style="list-style-type: none"> <li>• <b>Main Selection: <i>The Night the Moon Fell</i></b> <ul style="list-style-type: none"> <li>○ <b>Paired Selection: <i>A New House</i></b> (Unit 2. 4)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Myth &amp; Informational Text  <b><u>Phonics:</u></b> <i>Target- Syllable Patterns</i>  <i>Review- Final Syllable -le</i>  <b><u>Spelling:</u></b> Syllable Patterns</p> <p><b><u>Read and Comprehend:</u></b>  <b><u>Selection Vocabulary:</u></b> balance, canyons, coral, rattle silvers, sway, whisper  <b><u>Comprehension:</u></b></p> <ul style="list-style-type: none"> <li>○ Skill: Plot and Theme</li> <li>○ Strategy-Visualize</li> <li>○ Review Skill-Draw Conclusion</li> </ul> <p><b><u>Vocabulary:</u></b> Multiple Meaning Words  <b><u>Fluency:</u></b> Read with Expression</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Narrative Poem  Trait: Voice  <b><u>Conventions:</u></b> Adverbs that Tell When and Where  <b><u>Listening and Speaking:</u></b> Media Literacy: Describe Media Techniques  <b><u>Research Skills:</u></b> E-mail</p>	RL.2.1 RL.2.2 RL.2.4 RL.2.5 RL.2.10 RI 2.1 RI.2.2 RI.2.3 RI 2.5 RI 2.6 RI 2.7 RI 2.10 RF.2.3 RF.2.4 W.2.2 W.2.3 W.2.6 SL.2.1 SL.2.4 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6

MONTH	UNIT DETAILS		NJSLS
APRIL	<ul style="list-style-type: none"> <li>● Main Selection: <i>The First Tortilla</i> <ul style="list-style-type: none"> <li>○ Paired Selection: <i>Wind</i> (Unit 2. 4)</li> </ul> </li> </ul> <p><b>Get Ready to Read:</b></p> <p><u>Genre:</u> Legend &amp; Expository Text</p> <p><u>Phonics:</u> Target- Vowel Digraphs oo, ue, ew, ui</p> <p>Review- oo/u/</p> <p><u>Spelling:</u> Vowel Digraphs oo, ue, ew, ui</p> <p><b>Read and Comprehend:</b></p> <p><u>Selection Vocabulary:</u> awaken, cliffs, mountain, prize, rainbow, suffer, volcano</p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>○ Skill: Plot and Theme</li> <li>○ Strategy-Monitor and Clarify</li> <li>○ Review Skill-Main Idea and Details</li> </ul> <p><u>Vocabulary:</u> Prefixes</p> <p><u>Fluency:</u> Expression and Intonation</p> <p><b>Language Arts:</b></p> <p><u>Writing/ Grammar:</u> Thank-You Note</p> <p>Trait: Focus/ Ideas</p> <p><u>Conventions:</u> Adverbs that Tell How</p> <p><u>Listening and Speaking:</u> Give an Oral Summary</p> <p><u>Research Skills:</u> Natural and Personal Sources</p>	<ul style="list-style-type: none"> <li>● Main Selection: <i>Firefighter!</i> <ul style="list-style-type: none"> <li>○ Paired Selection: <i>Firefighting Teamwork</i> (Unit 2. 5)</li> </ul> </li> </ul> <p><b>Get Ready to Read:</b></p> <p><u>Genre:</u> Literary Nonfiction &amp; Drama</p> <p><u>Phonics:</u> Target- Suffixes -ly, -ful, -er, -or, -ish</p> <p>Review- Comparative Endings -er, -est</p> <p><u>Spelling:</u> Suffixes -ly, -ful, -er, -or</p> <p><b>Read and Comprehend:</b></p> <p><u>Selection Vocabulary:</u> building, burning, masks, quickly, roar, station, tightly</p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>○ Skill: Fact and Opinion</li> <li>○ Strategy-Important Ideas</li> <li>○ Review Skill-Author's purpose</li> </ul> <p><u>Vocabulary:</u> Suffix -ly</p> <p><u>Fluency:</u> Accuracy</p> <p><b>Language Arts:</b></p> <p><u>Writing/ Grammar:</u> Narrative Nonfiction</p> <p>Trait: Word Choice</p> <p><u>Conventions:</u> Pronouns</p> <p><u>Listening and Speaking:</u> Media Literacy: Identify Cultural Characteristics in Media</p> <p><u>Research Skills:</u> Online Directory</p>	RL.2.2 RL.2.5 RL.2.7 RL.2.10 RI.2.1 RI.2.6 RF.2.3 RF.2.4 W.2.1 W.2.3 W.2.5 SL.2.1 SL.2.2 SL.2.4 L.2.1 L.2.2 L.2.3 L.2.4 L.2.6

MONTH	UNIT DETAILS			NJSLS
<b>MAY/JUNE</b>	<ul style="list-style-type: none"> <li>● <b>Main Selection:</b> <i>Carl the Complainer</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Fisherman</i> (Unit 2. 5)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Realistic Fiction &amp; Poetry  <b><u>Phonics:</u></b> <i>Target- Prefixes un-, re, pre-, dis-</i>  <i>Review- Suffixes -ly, -ful, -er, -or, -ish</i>  <b><u>Spelling:</u></b> <i>Prefixes un-, re, pre-, dis-</i></p> <p><b><u>Read and Comprehend:</u></b>  <b><u>Selection Vocabulary:</u></b> annoy, complain, mumbles, P.M., shrugs, signature  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Cause and Effect</li> <li>○ Strategy-Visualize</li> <li>○ Review Skill-Facts and Details</li> </ul> <b><u>Vocabulary:</u></b> Dictionary Skills  <b><u>Fluency:</u></b> Accuracy and Appropriate Rate</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Realistic Fiction  Trait: Organization  <b><u>Conventions:</u></b> Singular and Plural Pronouns  <b><u>Listening and Speaking:</u></b> Organize and Give a Demonstration  <b><u>Research Skills:</u></b> Bar Graph</p>	<ul style="list-style-type: none"> <li>● <b>Main Selection:</b> <i>Bad Dog, Dodger!</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>How to Train Your Puppy</i> (Unit 2. 5)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Realistic Fiction &amp; Procedural Text  <b><u>Phonics:</u></b> <i>Target- Consonant Patterns kn, wr, gn, mb</i>  <i>Review- Consonant Digraphs</i>  <b><u>Spelling:</u></b> <i>Consonant Patterns kn, wr, gn, mb</i></p> <p><b><u>Read and Comprehend:</u></b>  <b><u>Selection Vocabulary:</u></b> chased, chewing, dripping, grabbed, practice, treat, wagged  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Plot and Theme</li> <li>○ Strategy-Background Knowledge</li> <li>○ Review Skill-Sequence</li> </ul> <b><u>Vocabulary:</u></b> Classify/ Categorize  <b><u>Fluency:</u></b> Expression and Intonation</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Journal Entry  Trait: Voice  <b><u>Conventions:</u></b> Using I and Me  <b><u>Listening and Speaking:</u></b> Listen for Facts and Opinions  <b><u>Research Skills:</u></b> Online Reference Sources</p>	<ul style="list-style-type: none"> <li>● <b>Main Selection:</b> <i>Horace and Morris but Mostly Dolores</i> <ul style="list-style-type: none"> <li>○ <b>Paired Selection:</b> <i>Good Kicking</i> (Unit 2. 5)</li> </ul> </li> </ul> <p><b><u>Get Ready to Read:</u></b>  <b><u>Genre:</u></b> Fantasy &amp; Magazine Article  <b><u>Phonics:</u></b> <i>Target- Consonant Patterns pg, gh, ck, ng, Review- Consonant Blends</i>  <b><u>Spelling:</u></b> <i>Consonant Patterns, ph, gh, ck, ng</i></p> <p><b><u>Read and Comprehend:</u></b>  <b><u>Selection Vocabulary:</u></b> adventure, climbed, clubhouse, exploring, greatest, truest, wondered  <b><u>Comprehension:</u></b> <ul style="list-style-type: none"> <li>○ Skill: Character and Setting</li> <li>○ Strategy-Story Structure</li> <li>○ Review Skill-Plot and Theme</li> </ul> <b><u>Vocabulary:</u></b> Compound Words  <b><u>Fluency:</u></b> Expression</p> <p><b><u>Language Arts:</u></b>  <b><u>Writing/ Grammar:</u></b> Animal Fantasy  <b><u>Conventions:</u></b> Different Kinds of Pronouns  <b><u>Listening and Speaking:</u></b> Maintain Focus in A Narrative Presentation  <b><u>Research Skills:</u></b> Table</p>	RL.2.1 RL.2.3 RL.2.4 RL.2.5 RL.2.7 RL.2.10 RF.2.3 RF.2.4 W.2.3 W.2.5 SL.2.1 SL.2.2 SL.2.5 SL.2.4 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6

**ASSESSMENT GUIDE: GENERAL CURRICULUM**  
**ENGLISH LANGUAGE ARTS: GRADE 2**

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p><b><u>Baseline</u></b>  Reading Street Baseline  Group Test</p> <p>-----</p> <p><b><u>Weekly Tests:</u></b>  <u>The Twin Club</u>  RF.2.3.F, RF.2.3.A, RL.2.3,  RL.2.1, RL.2.7, L.2.1, L.2.2, L.2.3</p> <p><u>Exploring Space with an  Astronaut</u>  RF.2.3.F, RF.2.3.A, RI.2.1, RI.2.2,  W.2.2, RI.2.3, L.2.1, L.2.2, L.2.3</p> <p>-----</p> <p><b><u>Formative Assessment:</u></b>  Developmental Reading  Assessment (DRA)-  1<sup>st</sup> Administration</p>	<p><b><u>Weekly Tests:</u></b>  <u>Henry and Mudge and the  Starry Night</u></p> <p><u>A Walk in the Desert</u></p> <p><u>The Strongest One</u>    RL.2.3, RL.2.10, RI.2.1, RI.2.2,  RF.2.2, RF.2.3, RF.2.4, W.2.2,  W.2.3, W.2.5, W.2.7, W.2.8,  SL.2.1, SL.2.4, L.2.1, L.2.2,  L.2.4, L.2.6</p> <p>-----</p> <p><b><u>Benchmark Assessment</u></b>  <u>Unit 1 Benchmark</u></p>	<p><b><u>Weekly Tests:</u></b>  <u>Tara and Tiree, Fearless Friends</u></p> <p><u>Abraham Lincoln</u></p> <p><u>Scarcity</u>    RL.2.1, RL.2.3, RL.2.4, RL.2.10,  RI.2.1, RI.2.4, RI.2.5, RI.2.6,  RF.2.2, RF.2.3, RF.2.4, W.2.2,  W.2.3, W.2.6, W.2.7, SL.2.2,  SL.2.3, L.2.1, L.2.2, L.2.6</p>	<p><b><u>Weekly Tests:</u></b>  <u>The Bremen Town Musicians</u></p> <p><u>One Good Turn Deserves  Another</u>    RL.2.1, RL.2.2, RL.2.9, RL.2.10,  RF.2.2, RF.2.3, RF.2.4, W.2.3,  SL.2.1, SL.2.2, SL.2.3, L.2.1,  L.2.2, L.2.6</p> <p>-----</p> <p><b><u>Benchmark Assessment</u></b>  <u>Unit 2 Benchmark</u></p>	<p><b><u>Weekly Tests:</u></b>  <u>Pearl and Wagner: Two  Good Friends</u></p> <p><u>Dear Juno</u></p> <p><u>Anansi Goes Fishing</u></p> <p><u>Rosa and Blanco</u>    RL.2.1, RL.2.2, RL.2.4,  RL.2.5, RL.2.6, RL.2.7,  RL.2.10, RF.2.2, RF.2.3,  RF.2.4, W.2.3, SL.2.1,  SL.2.3, SL.2.4, SL.2.5,  SL.2.6, L.2.1, L.2.2, L.2.4,  L.2.5, L.2.6</p> <p>-----</p> <p><b><u>Formative Assessment:</u></b>  Developmental Reading  Assessment (DRA)-  2<sup>nd</sup> Administration</p>

FEBRUARY	MARCH	APRIL	MAY/JUNE
<b><u>Weekly Tests:</u></b> <u>A Weed is a Flower</u>  <hr/> <b><u>Benchmark Assessment</u></b> <u>Unit 3 Benchmark</u>  <hr/> <u>A Froggy Fable</u>  RI.2.1, RI.2.8, RF.2.2, RF.2.3, RF.2.4, W 2.1, W.2.2, W.2.5, SL.2.1, SL 2.2, L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6	<b><u>Weekly Tests:</u></b> <u>Life Cycle of a Pumpkin</u>  <u>Soil</u>  <u>The Night the Moon Fell</u>  RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7, RI.2.10, RF.2.3, RF.2.4, W.2.2, W.2.3, W.2.6, SL.2.1, SL.2.4, L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6	<b><u>Weekly Tests:</u></b> <u>The First Tortilla</u>  <hr/> <b><u>Benchmark Assessment</u></b> <u>Unit 4 Benchmark</u>  <hr/> <u>Fire Fighter!</u>  RL.2.2, RL.2.5, RL.2.7, RL.2.10, RI.2.1, RI.2.6, RF.2.3, RF.2.4, W.2.1, W.2.3, W.2.5, SL.2.1, SL.2.2, SL.2.4, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6	<b><u>Weekly Tests:</u></b> <u>Carl the Complainer</u>  <u>Bad Dog, Dodger!</u>  <u>Horace and Morris but Mostly Dolores</u>  RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL 2.10, RF.2.3, RF.2.4, W.2.3, W.2.5, SL.2.1, SL.2.2, SL.2.5, SL.2.4, L.2.1, L.2.2, L 2.3, L.2.4, L.2.5, L.2.6 <hr/> <b><u>Formative Assessment:</u></b> Developmental Reading Assessment (DRA)- 3 <sup>rd</sup> Administration <hr/> <b><u>Benchmark Assessment</u></b> <u>Unit 5 Benchmark</u>   <u>End-of-Year Benchmark</u>



## **INTERVENTION CURRICULUM**

**Introduction:** The following curriculum adheres to the Essential Elements for English Language Arts developed as part of the Dynamic Learning Maps™ (DLM®) project. The five domains of English Language Arts that form the foundation of this curriculum are: Reading Literature, Foundational Skills, Writing, Speaking and Listening, and Language. A progression of skills in these areas is represented throughout this district's K-12 English Language Arts curricula.

### **Essential Elements: English Language Arts**

The Dynamic Learning Maps™ (DLM®) Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. EEs build a bridge from content standards to academic expectations for students with the most significant cognitive disabilities.

### **Reading Intervention Programs:**

In order to address the wide range of English Language Arts needs which exist among our population of students, the district employs the use of various intervention-based reading programs. These programs reflect two approaches to reading intervention instruction: sight word-based reading and phonics-based reading.

#### **Sight Word-Based Programs:**

- [Edmark Reading Program](#)  
Widely regarded as the "one that works," the Edmark Reading Program has long helped students who need an alternative to phonics. The key to this success is the program's use of a carefully sequenced, highly repetitive word recognition method combined with errorless learning. This approach eliminates incorrect responses and helps students view themselves as readers.
- [Reading Milestones](#)  
Reading Milestones is the most popular reading program of its kind. This successful alternative, language-controlled program is designed to take readers to approximately a fifth grade reading level. It is especially effective for students with hearing impairments and language delays and is also widely used with others who have special language and reading needs, including individuals with learning disabilities, developmental disabilities, and English Language Learners (ELL). These students are aided by reading materials designed to match their language levels and which progress in steps small enough to ensure continued success in reading.

#### **Phonics Based Programs:**

- [Preventing Academic Failure \(PAF\)](#)  
Preventing Academic Failure (PAF) is an early intervention program for teaching reading, spelling, and handwriting in grades K-3. It prevents or addresses reading failure in learning disabled and struggling readers. PAF is based on the latest scientific research and is consistent with the findings of the National Reading Panel. PAF is the most effective classroom adaptation of Orton-Gillingham instruction and the only one coordinated with a comprehensive reading series. Orton-Gillingham was designed specifically for teaching reading to dyslexic students.
- [The Wilson Reading System](#)  
Based on Orton-Gillingham principles, The Wilson Reading System (WRS) is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. Appropriate for students in grade 2 and beyond, WRS is widely used with notable success in public and private schools, clinics, adult education classes, family literacy programs, and correctional facilities. This step-by-step program gives teachers the tools and confidence they need to work with even the most challenged reader—and their confidence and expertise grows exponentially by attending classes, achieving certification, and taking advantage of Wilson Academy's extensive online resources and support.

**PACING GUIDE: INTERVENTION CURRICULUM**  
**ENGLISH LANGUAGE ARTS: GRADE 2**

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
<b>Edmark Reading Program</b>	<b>Pre-Reading:</b> Students gain a basic understanding of visual discrimination through matching activities.	N/A
	<b>Word Recognition:</b> Students systematically progress through the identification of sight words by pairing spoken words with the printed words. Based on the student's form of communication, words are identified verbally or through the use of a communication device.	EE.RF.2.4
	<b>Direction Cards:</b> Students learn the meanings of words by selecting Illustration Cards that correctly depict the words and phrases that are presented.	
	<b>Picture/Phrase Cards:</b> Students pair word, phrase and sentence cards with simple illustrations of items, situations or activities to gain a broader understanding of the meaning of words.	
	<b>Story Reading:</b> Students are presented with mastered sight words in a story format providing a bridge from program materials to the types of text students will encounter daily.	EE.RL.2.1 – EE.RL.2.10 EE.RI.2.1 – EE.RI.2.10

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
<b>Reading Milestones</b>	<b>Pre-Reading Activities:</b> <ul style="list-style-type: none"> <li>Develop and activate prior knowledge</li> <li>Present new concepts and sight words</li> <li>Establish a purpose for reading</li> </ul>	N/A
	<b>Story Reading:</b> Students draw upon knowledge of previously mastered and newly acquired sight words to read text aloud in a story format. <ul style="list-style-type: none"> <li>During reading activities, such as questioning, used to monitor student comprehension</li> </ul>	EE.RL.2.1 – EE.RL.2.10 EE.RI.2.1 – EE.RI.2.10
	<b>Post-Reading Activities:</b> Student develop an understanding of story structure, fluency and story retelling.	
	<b>Spelling:</b> Students receive instruction focusing on phonological awareness and sound-spelling correspondence to improve word recognition, automaticity and spelling accuracy.	EE.RF.2.3, EE.RF.2.4

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
Preventing Academic Failure	<b>Review:</b> Students review previously learned sound/symbol associations, non-phonetic words and suffixes.	EE.RF.2.3, EE.RF.2.4
	<b>Introduction of New Material:</b> A new concept is taught from one of the following areas: 1. Sound/Symbol Associations (Phonograms) 2. Non-phonetic Words (Red Words) 3. Suffixes 4. Syllable Types and Syllable Division 5. Spelling Rules	
	<b>Spelling Dictation:</b> Students apply the new concept to the spelling of words in isolation and in sentences.	
	<b>Reading:</b> Student read word, phrase and sentence lists to develop accuracy and fluency. Students read decodable text with an adult to develop comprehension skills.	EE.RL.2.1 – EE.RL.2.10 EE.RI.2.1 – EE.RI.2.10
	<b>Reinforcement:</b> Students work independently for additional practice.	All EE's Listed Above

PROGRAM	LESSON DETAILS		ESSENTIAL ELEMENTS
Wilson Reading System	Reading	Quick Drill	EE.RF.2.3, EE.RF.2.4
		Teach and Review Concepts for Reading	
		Read Aloud: Word Cards, Word List and Sentence Reading	
	Spelling	Quick Drill (Reverse)	EE.RF.2.3, EE.RF.2.4
		Teach and Review Concepts for Spelling	
		Written Work: Dictation- sounds, words and sentences	
	Comprehension & Fluency	Controlled Passage Reading	EE.RL.2.1 – EE.RL.2.10
		Listening Comprehension	EE.RI.2.1 – EE.RI.2.10

**ASSESSMENT GUIDE: INTERVENTION CURRICULUM**  
**ENGLISH LANGUAGE ARTS: GRADE 2**

PROGRAM	BASLINE ASSESSMENTS	PROGRESS MONITORING	ESSENTIAL ELEMENTS
<b>Edmark</b>	Placement Test Review Sight Words	Pre and Post Tests Computer-based tracking software Monthly data reporting	EE.RF.2.4
<b>Reading Milestones</b>	Placement Test Review Sight Words	End of Book Assessment - Word Recognition and Comprehension	EE.RL.2.1 – EE.RL.2.10 EE.RI.2.1 – EE.RI.2.10 EE.RF.2.3, EE.RF.2.4
<b>Preventing Academic Failure</b>	Placement Test Single Word Test Review Sounds	Mastery Tests - Word Recognition - Encoding (spelling) - Comprehension	
<b>Wilson</b>	Placement Test Review Sounds and Syllable Patterns	Post-Tests - Reading - Spelling	

### Supplemental Instruction

The implementation of these reading programs does not fulfill all Grade 2 expectations outlined in the ELA Essential Elements. In order to address all Grade 2 standards for Writing, Speaking/Listening and Language, instruction must also incorporate the progression of skills outlined below.

DOMAIN		SKILLS	ESSENTIAL ELEMENTS
Writing	Texts Types and Purposes	EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it. EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	EE.W.2.1- EE.W.2.3
	Production and Distribution	EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message. EE.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	EE.W.2.5-EE.W.2.6
	Research	EE.W.2.7 Participate in shared research and writing projects. EE.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.	EE.W.2.7- EE.W.2.9
Speaking and Listening	Comprehension and Collaboration	EE.SL.2.1 Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. EE.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media. EE.SL.2.3 Answer	EE.SL.2.1-EE.SL.2.3
	Presentation of Knowledge and Ideas	EE.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it. EE.SL.2.5 Select visual, audio, or tactual representations to depict a personal experience. EE.SL.2.6 Combine words when communicating to provide clarification.	EE.SL.2.1-EE.SL.2.6
Language	Conventions of Standard English	EE.L.2.1 Demonstrate understanding of letter and word use. a. Produce all upper case letters. b. Use common nouns (e.g., mom, dad, boy, girl) in communication. c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Combine two or more words together in communication.	EE.L.2.1-EE.L.2.2

		<p>EE.L.2.2 Demonstrate emerging understanding of conventions of standard English.</p> <p>a. With guidance and support, capitalize the first letter of familiar names.</p> <p>b. Not applicable</p> <p>c. Not applicable</p> <p>d. Identify printed rhyming words with the same spelling pattern.</p> <p>e. Consult print in the environment to support reading and spelling.</p>	
	Knowledge of Language	<p>EE.L.2.3 Use language to achieve desired outcomes when communicating.</p> <p>a. Use symbolic language when communicating.</p>	EE.L.2.3
	Vocabulary Acquisition and Use	<p>EE.L.2.4 Demonstrate knowledge of word meanings.</p> <p>a. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>b. Not applicable</p> <p>c. Not applicable</p> <p>d. Identify the words comprising compound words.</p> <p>e. Not applicable</p> <p>EE.L.2.5 Demonstrate understanding of word relationships and use.</p> <p>a. Identify real-life connections between words and their use (e.g., happy: “I am happy.”).</p> <p>b. Demonstrate understanding of the meaning of common verbs.</p> <p>EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.</p>	EE.L.2.1-EE.L.2.6

# ENGLISH LANGUAGE ARTS CURRICULUM

## Grade 2

### Created in conjunction with the SBJC Curriculum Consortia - 2012

The following curriculum adheres to the New Jersey Student Learning Standards for English Language Arts for Grade 2. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

### Assessment:

#### Reading Literature and Informational Text

End of story tests (multiple choice, open ended)  
End of Unit/Theme Assessments  
End of Book Activities  
Running Records  
Book reports  
Written activities i.e. graphic organizers  
Sequencing activities  
Read alouds  
Researching sources  
Comprehension: illustrations, sentences

#### Writing and Language

Journal Entries  
Writing Process Pieces  
End of Book Activities  
Persuasive: Writing a letter  
Narrative: Story Writing  
Expository: "How-to"  
Book reports  
Proofreading Editing  
Written activities i.e. graphic organizers  
Writing samples

#### Foundational Skills

Running records  
Spelling Tests/Dictations  
Sorting activities  
Building words

### Resources:

Graphic Organizers	Sequencing cards	Writers checklist	Chart Paper	Leveled readers	Letter manipulatives
Student Journals	Sentence strips	Audio books	Center Games	Word rings	Classroom library
Flannel Boards	Proofreading chart	Retelling props			

### Websites:

<a href="http://www.brainpop.com">www.brainpop.com</a>	<a href="http://www.spellingcity.com">www.spellingcity.com</a>
<a href="http://www.brainpopjr.com">www.brainpopjr.com</a>	<a href="http://www.tumblebooks.com">www.tumblebooks.com</a>
<a href="http://www.starfall.com">www.starfall.com</a>	<a href="http://www.storylineonline.net">http://www.storylineonline.net</a>
<a href="http://www.studyisland.com">www.studyisland.com</a>	<a href="http://www.scholastic.com">www.scholastic.com</a>
<a href="http://www.readwritethink.org">www.readwritethink.org</a>	<a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a>

**English Language Arts Curriculum: Grade 2**  
**Reading Standards for Literature**

<b>Essential Question(s):</b> How do readers use text to support an interpretation?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Key Ideas and Details</b>		
<b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Standard: RL.2.1</b>		
<b>Vocabulary:</b> "wh" questions		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>● Answer "wh" questions about the text</li> <li>● Develop "wh" questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>● Ask "wh" questions during and after a reading</li> <li>● Provide opportunities for students to answer "wh" questions</li> <li>● Use graphic organizer (i.e. Story Map)</li> </ul>

<b>Essential Question(s):</b> How do readers determine the message the author is trying to convey?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>Anchor Standard: Key Ideas and Details</b>			
<b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RL.2.2</b>			
<b>Vocabulary:</b> theme, genre (fable, folktale, etc.) moral, lesson, message, supporting details			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	<ul style="list-style-type: none"> <li>● Identify genre</li> <li>● Read fables from diverse cultures</li> <li>● Determine the author's message, lesson or moral</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce literary genres (i.e. Aesop's Fable-Fable)</li> <li>● Teach genre through personal connections (music and movies)</li> <li>● Paraphrase the central message, lesson or moral - "What is the author trying to say?"</li> <li>● Read same stories from different country (i.e. Cinderella- U.S. and Yeh-Shen- China )</li> </ul>	Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's <i>The Search for Delicious</i> , and paraphrase their central message, lesson or moral.



<b>Essential Question(s):</b> How do readers determine how characters, events and ideas develop and interact?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>Anchor Standard: Key Ideas and Details</b>			
<b>NJSLSA.R3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard: RL.2.3</b>			
<b>Vocabulary:</b> character, sequence, events, cause, effect			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	<ul style="list-style-type: none"> <li>Identify how character responds to a situation (cause and effect)</li> <li>Link personal experiences to text</li> <li>Answer guided open ended questions</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to show character development (sequence, illustrations, magazines photographs)</li> <li>Use character maps</li> <li>Have students complete journal entries</li> </ul>	Students describe how the character of Bud in Christopher Paul Curtis' story <i>Bud, Not Buddy</i> responds to a major event in his life of being placed in a foster home.

<b>Essential Question(s):</b> How do readers interpret the author's use of language?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>Anchor Standard: Craft and Structure</b>			
<b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>Standard: RL.2.4</b>			
<b>Vocabulary:</b> rhythm, beats, rhyme, alliteration, repetition, phrases			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>
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.	<ul style="list-style-type: none"> <li>Ask/show why the author chose to use repeated words or phrases</li> <li>Demonstrate rhythm through physical movement (clapping, stomping, etc.)</li> <li>Use inflection and intonation when reading aloud to stress rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Listen to audio versions of different stories, poems, and songs with rhythm.</li> <li>After reading/ listening to a story, poem, or song have students illustrate the meaning</li> <li>Sing words of a poem to tune you know (or make up a tune)</li> <li>Model using inflection and intonation when reading aloud to stress rhythm</li> <li>Use rhyming books (i.e. Dr. Seuss)</li> </ul>	Students describe the overall story structure of <i>The Thirteen Clocks</i> by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end.

<b>Essential Question(s):</b> How do readers use text structure to understand meaning?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Craft and Structure</b>		
<b>NJSLSA.R5.</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
<b>Standard: RL.2.5</b>		
<b>Vocabulary:</b> story structure, beginning, middle, end, plot, conflict, solution		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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.	<ul style="list-style-type: none"> <li>Identify events that occurred at the beginning, middle, and end of a story</li> <li>Examine basic story elements at each point in the story (ex. plot-conflict/solution)</li> </ul>	<ul style="list-style-type: none"> <li>Use graphic organizers (sequencing)</li> <li>Chart story (what happened first, next, last)</li> <li>Group retelling: "Can someone tell me what happened at the _____ (beginning/middle/end)"?</li> </ul>

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Craft and Structure</b>		
<b>NJSLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.		
<b>Standard: RL.2.6</b>		
<b>Vocabulary:</b> point of view, dialogue		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>Distinguish between characters in a story</li> <li>Change intonation and inflection when reading aloud based on characters</li> <li>Dramatize readings (acting, puppets, masks)</li> <li>Answer questions to determine characters differing points of view</li> </ul>	<ul style="list-style-type: none"> <li>Model how to distinguish between characters in a story</li> <li>Change intonation and inflection when reading aloud based on characters - Dramatize readings (acting, puppets, masks)</li> <li>Ask questions to determine characters differing points of view</li> <li>Provide visuals to demonstrate characters' different points of view (i.e. cartoon thought bubbles)</li> <li>Conduct role play (speaking from the point of view of different characters)</li> </ul>

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<b>Essential Question(s):</b> How do readers use illustrations to understand the text?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Integration of Knowledge and Ideas</b>		
<b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
<b>Standard: RL.2.7</b>		
<b>Vocabulary:</b> illustration, character, setting, plot, text		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>Refer to illustrations and text when answering questions about characters, setting, or plot</li> <li>Use illustrations or phrases from the text to describe the character, settings, or plot</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a picture walk (prediction making)</li> <li>Ask questions to connect illustrations and the text               <ul style="list-style-type: none"> <li>- “What words and pictures describe the _____ (character, setting, plot) and how?”</li> </ul> </li> </ul>

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Integration of Knowledge and Ideas</b>		
<b>NJSLSA.R8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
<b>Standard: RL.2.8</b>		
<b>Vocabulary:</b>		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
(Not applicable to literature)		

<b>Essential Question(s):</b> How do readers make connections between texts?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Integration of Knowledge and Ideas</b>		
<b>NJSLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>Standard: RL.2.9</b>		
<b>Vocabulary:</b> Venn-diagram, compare, contrast		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>

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.	<ul style="list-style-type: none"> <li>• After reading two versions of a story, answer questions about the similarities and differences between the stories</li> </ul>	<ul style="list-style-type: none"> <li>• Read different versions of the same story</li> <li>• Illustrate and describe in writing the differences between the stories</li> <li>• Use graphic organizer (i.e. Venn-Diagram)</li> <li>• Have students sort details from both stories (sentence strips)</li> </ul>
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<b>Essential Question(s):</b> How do readers use comprehension strategies to improve understanding of text?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Literature</b>		
<b>Anchor Standard: Range of Reading and Level of Text Complexity</b>		
<b>NJSLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.		
<b>Standard: RL.2.10</b>		
<b>Vocabulary:</b> N/A		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	<ul style="list-style-type: none"> <li>• Read a variety of genres</li> <li>• Read literature varying in complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students to a variety of genres</li> <li>• Expose students to literature varying in complexity</li> <li>• Scaffold reading and comprehension as needed</li> </ul>

**English Language Arts Curriculum: Grade 2**  
**Reading Standards for Informational Text**

<b>Essential Question(s):</b> How do readers use text to support answers to questions?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>Anchor Standard: Key Ideas and Details</b>			
<b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<b>Standard: RI.2.1</b>			
<b>Vocabulary:</b> "wh" questions			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>
RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Answer "wh" questions about the text</li> <li>• Develop "wh" questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>• Ask "wh" questions during and after a reading</li> <li>• Provide opportunities for students to answer "wh" questions</li> <li>• Graphic organizer (i.e. KWL chart)</li> </ul>	Students use Alikí's description of <i>A Medieval Feast</i> and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why and how such a meal happens and by answering using key details.

<b>Essential Question(s):</b> How do readers use key details from the text to support the main idea?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>Anchor Standard: Key Ideas and Details</b>			
<b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RI.2.2</b>			
<b>Vocabulary:</b> main idea, key details			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>• Determine the main idea</li> <li>• Identify key details</li> </ul>	<ul style="list-style-type: none"> <li>• Teach annotating               <ul style="list-style-type: none"> <li>- Highlight or underline main idea and key details</li> </ul> </li> <li>• Instruct and model how to identify main idea and connect details of a text</li> </ul>	

	<ul style="list-style-type: none"> <li>● Connect key details to determine main topic of the text</li> </ul>	
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<b>Essential Question(s):</b> How do readers make connections between concepts in a text?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Informational Text</b>		
<b>Anchor Standard: Key Ideas and Details</b>		
<b>NJSLSA.R3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
<b>Standard: RI.2.3</b>		
<b>Vocabulary:</b> sequence, time order, timeline		
Grade Specific Standard	Skills	Procedures and Examples
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"> <li>● Recognize relationships between events or order of steps in a process</li> <li>● Recognize and use time order words/transitions to determine sequence</li> </ul>	<ul style="list-style-type: none"> <li>● Model strategies to determine connections in a text</li> <li>● Use graphic organizers (i.e. timeline, sentence strips)</li> <li>● Complete activities in which students must follow a set of directions (i.e. science experiment)</li> </ul>

<b>Essential Question(s):</b> How do readers determine the meaning and use of content specific vocabulary?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>Anchor Standard: Craft and Structure</b>			
<b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>Standard: RI.2.4</b>			
<b>Vocabulary:</b> text features, glossary, context clues,			
Grade Specific Standard	Skills	Procedures and Examples	Exemplar
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<ul style="list-style-type: none"> <li>● Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Model use of text features, glossaries and context clues</li> <li>● Use graphic organizer (i.e. Fill in the blank sentences)</li> <li>● Have students use words in context</li> </ul>	Students determine the meanings of words and phrases encountered in Sarah L. Thomson's <i>Where Do Polar Bears Live?</i> , such as

	<ul style="list-style-type: none"> <li>• Use text features to determine and clarify meaning of words and phrases</li> <li>• Locate and define vocabulary using glossary and context clues</li> </ul>		cub, den, blubber, and the Arctic.
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<b>Essential Question(s):</b> How do readers use text features to locate information?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Informational Text</b>		
<b>Anchor Standard: Craft and Structure</b>		
<b>NJSLSA.R5.</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
<b>Standard: RI.2.5</b>		
<b>Vocabulary:</b> text features: captions, bold print, subheadings, sidebars, glossaries, indexes, electronic menus, icons		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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.	<ul style="list-style-type: none"> <li>○ Identify the purpose of text features</li> <li>○ Identify text features to gather information</li> <li>○ Scan headings, titles, diagrams, and key vocabulary to locate facts</li> <li>○ Use text features to make predictions and answer questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students how to locate key facts and information using text features</li> <li>• Teach annotating               <ul style="list-style-type: none"> <li>- Highlight or underline main idea and details</li> </ul> </li> </ul>

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>Anchor Standard: Craft and Structure</b>			
<b>NJSLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard: RI.2.6</b>			
<b>Vocabulary:</b> purpose, audience			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>

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"> <li>○ Identify author's purpose of a text</li> <li>○ Identify the intended audience</li> <li>○ Explain the context in which this text can be used</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask questions: <ul style="list-style-type: none"> <li>- "What is the author's purpose?"</li> <li>- "Why did the author write the text?"</li> <li>- "Who is the audience?"</li> <li>- "How can you use this information?"</li> </ul> </li> </ul>	Students read Selby Beeler's <i>Throw Your Tooth on the Roof: Tooth Traditions Around the World</i> and identify what Beeler wants to answer as well as explain the main purposes of the text.
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<b>Essential Question(s):</b> How do readers use information from illustrations and text to demonstrate understanding?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
<b>Standard: RI.2.7</b>			
<b>Vocabulary:</b> illustration, diagram, graph, map			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>● Locate and describe images used in the text</li> <li>● Answer questions based on images (i.e. illustrations, diagrams, maps, graphs)</li> <li>● Identify commonalities between text and text features and explain how they support each other</li> </ul>	<ul style="list-style-type: none"> <li>● Teach students how images contribute to a text</li> <li>● Teach students how to make connections between images and text</li> </ul>	Students explain how the specific image of a soap bubble and other accompanying illustrations in Walter Wick's <i>A Drop of Water: A Book of Science and Wonder</i> contribute to clarify their understanding of bubbles and water.

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>Anchor Standard: Integration of Knowledge and Ideas</b>			



<b>NJSLSA.R8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<b>Standard: RI.2.8</b>			
<b>Vocabulary:</b> reason, author's point			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Exemplar</b>
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"> <li>Identify reasons that support the author's point</li> <li>Evaluate reasons to determine if they support the author's point</li> </ul>	<ul style="list-style-type: none"> <li>Teach students to identify reasons within a text</li> <li>Ask questions to evaluate reasons               <ul style="list-style-type: none"> <li>- "Do you think that is a good reason? Why or why not?"</li> </ul> </li> </ul>	Students describe the reasons behind Joyce Milton's statement that bats are nocturnal in her <i>Bats: Creatures of the Night</i> and how she supports the points she is making in the text.

<b>Essential Question(s):</b> How do readers make connections or determine differences and/or similarities among texts of the same topic?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Informational Text</b>		
<b>Anchor Standard: Integration of Knowledge and Ideas</b>		
<b>NJSLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>Standard: RI.2.9</b>		
<b>Vocabulary:</b> compare and contrast, Venn-Diagram		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>Identify the key points of a text</li> <li>Compare and contrast the key points in two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Model how to identify key points in a text</li> <li>Present multiple texts on the same topic</li> <li>Teach how to compare and contrasts two texts</li> <li>Use graphic organizers (i.e. Venn-Diagram)</li> </ul>

<b>Essential Question(s):</b> How do readers understand information texts in all subject areas?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Reading Informational Text</b>		
<b>Anchor Standard: Range of Reading and Level of Text Complexity</b>		
<b>NJSLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.		
<b>Standard: RI.2.10</b>		
<b>Vocabulary:</b> N/A		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	<ul style="list-style-type: none"> <li>Comprehend informational text at grade level proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to a variety of grade level informational text</li> <li>Scaffold reading and comprehension as needed</li> </ul>
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**English Language Arts Curriculum: Grade 2**  
**Foundational Skills**

<b>Essential Question(s):</b> How do readers apply phonics to decode words?		
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving		
<b>Foundational Skills</b>		
<b>Area: Phonics and Word Recognition</b>		
<b>Standard: RF.2.3</b>		
<b>Vocabulary:</b> short vowel, long vowel, diphthong, syllable, root, affix, prefix, suffix		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.2.3.A. Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> <li>Identify common vowel teams (diphthongs)</li> <li>Apply spelling rules for vowel teams</li> </ul>	<ul style="list-style-type: none"> <li>Teach vowel teams <ul style="list-style-type: none"> <li>Regular: Ex-Long A: a-e, ai, ay</li> <li>Irregular: Ex-oi, oo, oy</li> </ul> </li> <li>Match vowel team to picture <ul style="list-style-type: none"> <li>Ex: Picture of “boy” Index cards with: “oi” and “oy”</li> </ul> </li> <li>Personal list of words (Word Study Journal)</li> <li>Spelling dictations</li> </ul>
RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> <li>Identify two syllable words</li> <li>Divide words into syllables (pattern of syllables used to determine vowel sound)</li> </ul>	<ul style="list-style-type: none"> <li>Clapping</li> <li>Divide and mark syllables Ex: “Hotel” 1<sup>st</sup> Syllable: ho- (Long vowel O) 2<sup>nd</sup> Syllable: -tel (Short vowel E)</li> </ul>

RF.2.3.C. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>List prefixes and suffixes and their meanings</li> <li>Determine parts of a word (root, prefix, suffix)</li> </ul>	<ul style="list-style-type: none"> <li>Create prefix and suffix meaning charts (i.e. re-, pre-, -ly, -ing, etc.)</li> <li>Teach how affixes affect the meaning of a root word</li> </ul>
RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>List common irregular spelling-sound correspondences Ex: Kn- Know, Knot, Knock Ph- Phone, phonics</li> </ul>	<ul style="list-style-type: none"> <li>Personal list of words (Word Study Journal)</li> </ul>
RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>Identify commonly misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>Word wall</li> <li>Word rings</li> <li>Personal list of words (Word Study Journal)</li> </ul>

<b>Essential Question(s):</b> How do readers improve fluency to support comprehension?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Foundational Skills</b>		
<b>Area:</b> Fluency		
<b>Standard:</b> RF.2.4		
<b>Vocabulary:</b> fluency, accuracy, expression, rate, context clues		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.		
RF.2.4.A. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>Employ reading strategies while reading independently and aloud <ul style="list-style-type: none"> <li>- Pre-reading: prediction making, setting a purpose</li> <li>- During reading: ask/answer questions, make connections</li> <li>- After reading: summarize</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Model strategies good readers use (i.e. questioning, re-reading, using context clues)</li> <li>Practice a variety of reading formats: <ul style="list-style-type: none"> <li>- student guided reading</li> <li>- peer reading</li> <li>- teacher read-aloud</li> </ul> </li> </ul>
RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> <li>Read text with: <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Appropriate rate</li> <li>- Expression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Model fluent reading with proper pacing, emphasis, and expression</li> <li>Administer running records and fluency tests</li> </ul>
RF.2.4.C. Use context to confirm or self-correct word	<ul style="list-style-type: none"> <li>Use context clues when decoding and determining word meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss strategies to confirm word recognition or self-correct miscues</li> </ul>

recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>- Using context clues</li> <li>- Rereading</li> <li>• Model rereading to correct errors</li> <li>• "How can the other words in the sentence help us identify new words?"</li> </ul>
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**English Language Arts Curriculum: Grade 2**  
**Writing**

<b>Essential Question(s):</b> How do writers use valid evidence to support claims?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Text Types and Purpose</b>		
<b>NJSLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<b>Standard: W.2.1</b>		
<b>Vocabulary:</b> linking words, opinion, opening sentence, supporting detail, evidence, concluding statement, paragraph		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	<ul style="list-style-type: none"> <li>• Develop a clear, focused topic sentence that states an opinion</li> <li>• Brainstorm reasons that support an opinion</li> <li>• Identify and write valid reasons</li> <li>• Use linking words and phrases when drafting body</li> <li>• Draft a conclusion to support an opening statement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide blank template for organizational structure (includes: opinion, valid reasons)</li> <li>• Model drafting writing</li> <li>• Use graphic organizers (i.e. KWL chart, Pro/Con List, Venn Diagram, Web, Opinion/Supporting Evidence)</li> <li>• Create word wall (i.e. linking words)</li> <li>• Introduce writing rubric</li> </ul>

<b>Essential Question(s):</b> How do writers explore topics and convey ideas?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Text Types and Purpose</b>		
<b>NJSLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
<b>Standard: W.2.2</b>		
<b>Vocabulary:</b> explanatory, informative, web, brainstorm, opening sentence, supporting details, facts/opinions, concluding statement		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>● Brainstorm topics</li> <li>● Sort and choose relevant information</li> <li>● Write opening statement</li> <li>● Add supporting details</li> <li>● Distinguish between fact and opinion</li> <li>● Use linking words/phrases when drafting body to connect ideas</li> <li>● Draft a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Model use of a web when brainstorming</li> <li>● Teach students how to take notes: post-its, note cards, etc.</li> <li>● Use graphic organizers (i.e. topic/supporting details and facts vs. opinion)</li> <li>● Create word wall</li> <li>● Introduce writing rubric</li> </ul>

<b>Essential Question(s):</b> How do writers develop effective narratives?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Text Types and Purpose</b>		
<b>NJSLSA.W3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
<b>Standard: W.2.3</b>		
<b>Vocabulary:</b> narrative, conflict/resolution, plot, characters, setting		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>● Brainstorm basic story elements (setting, plot, character, conflict and resolution)</li> <li>● Draft narrative (Include descriptions, thoughts and feelings into draft)</li> <li>● Write a conclusion that resolves the narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct mini lesson on story elements</li> <li>● Use graphic organizers for brainstorming</li> <li>● Model strategies to develop strong openings and closings (provide examples)</li> <li>● Teach how to integrate descriptions, thoughts, and feelings into writing (provide examples)</li> <li>● Introduce transition words</li> </ul>

<b>Essential Question(s):</b> How do writers create effective pieces of writing?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Production and Distribution of Text</b>		
<b>NJSLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<b>Standard: W.2.4</b>		
<b>Vocabulary:</b>		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
(Begins in grade 3)		

<b>Essential Question(s):</b> How do writers use the writing process to improve text?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Production and Distribution of Text</b>		
<b>NJSLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
<b>Standard: W.2.5</b>		
<b>Vocabulary:</b> writing process, brainstorm, prewrite, draft, revise, edit, peer edit, rubric		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>Complete the following stages of the writing process: brainstorm, draft, revise/edit</li> <li>Peer edit</li> </ul>	<ul style="list-style-type: none"> <li>List and model steps of the writing process</li> <li>Mini-lessons as needed</li> <li>Use writing scoring rubric</li> <li>Teach rules/strategies for peer editing</li> <li>Conduct writing conferences</li> </ul>

<b>Essential Question(s):</b> How do writers use technology to facilitate writing and collaboration?		
<b>21st Century Skill:</b> Information Literacy, Communication and Collaboration		
<b>Writing</b>		

<b>Anchor Standard: Production and Distribution of Text</b>		
<b>NJSLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
<b>Standard: W.2.6</b>		
<b>Vocabulary:</b> publish, blog, wiki, web page, collaborate, peer edit		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>● Use technology to record and organize information</li> <li>● With guidance, use technology to publish writing in a variety of formats (blogs, wikis, web pages, etc.)</li> <li>● Collaborate with others</li> </ul>	<ul style="list-style-type: none"> <li>● Access computer lab</li> <li>● Demonstrate how to use various publishing technologies</li> <li>● Provide opportunities for peer collaboration</li> </ul>

<b>Essential Question(s):</b> How do writers conduct research to demonstrate understanding of a subject?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy		
<b>Writing</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.		
<b>Standard: W.2.7</b>		
<b>Vocabulary:</b> research, sources, evaluate, annotate, organize		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>● Explore subject using various sources</li> <li>● Take notes to record information from sources</li> <li>● Determine if source is appropriate in relation to topic</li> <li>● Evaluate and organize information</li> <li>● Draft research writing project</li> </ul>	<ul style="list-style-type: none"> <li>● Provide lesson on basic researching skills</li> <li>● Provide multiple sources on topics</li> <li>● Teach annotating/ note taking <ul style="list-style-type: none"> <li>- Highlight or underline main idea and details</li> </ul> </li> <li>● Have students complete information sorting activities</li> <li>● Model how to evaluate information for writing (what to include vs. what not to include)</li> </ul>

<b>Essential Question(s):</b> How do writers evaluate and use sources?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy		
<b>Writing</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.W8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism..		
<b>Standard: W.2.8</b>		
<b>Vocabulary:</b> sources		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Access prior knowledge to answer questions</li> <li>• Answer questions by referring to information from a given source</li> </ul>	<ul style="list-style-type: none"> <li>• Provide multiple sources on topics</li> <li>• Model how to use sources to answer questions</li> </ul>

<b>Essential Question(s):</b> How do writers apply evidence from text to support conclusions?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<b>Standard: W.2.9</b>		
<b>Vocabulary:</b>		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
(Begins in Grade 4)		

<b>Essential Question(s):</b> How do writers successfully create text based upon the established time frame, task, purpose and audience?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving		
<b>Writing</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		



<b>Standard: W.2.10</b>		
<b>Vocabulary:</b>		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
(Begins in Grade 3)		

**English Language Arts Curriculum: Grade 2**  
**Speaking and Listening**

<b>Essential Question(s):</b> How do students express thoughts and ideas in an effective manner?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Speaking and Listening</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.		
<b>Standard: SL.2.1</b>		
<b>Vocabulary:</b> discussion, conversation, active listening, on topic		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.		
SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to	<ul style="list-style-type: none"> <li>Follow determined rules during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Establish and model rules for discussion including: active listening, turn taking, respect opinions, establishing roles</li> <li>Create classroom rules chart</li> </ul>

others with care, speaking one at a time about the topics and texts under discussion).		<ul style="list-style-type: none"> <li>Practice large and small group discussions</li> </ul>
SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others	<ul style="list-style-type: none"> <li>Contribute to the classroom conversations by active listening, asking questions, and linking comments within the discussion</li> <li>Demonstrate ability to stay on topic</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for classroom conversations</li> <li>Introduce how to link conversations</li> <li>Model “give and take” within a discussion</li> <li>Model characteristics of good conversation: <ul style="list-style-type: none"> <li>- Pose and respond to questions, avoid repetition, stay on topic, etc.</li> </ul> </li> </ul>
SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> <li>Clarify discussion topics during classroom conversation</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and model appropriate techniques for further explanation</li> <li>Practice large and small group discussions</li> </ul>

<b>Essential Question(s):</b> How do readers use information presented in diverse formats to determine main ideas and supporting details?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Speaking and Listening</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
<b>Standard: SL.2.2</b>		
<b>Vocabulary:</b> key idea, detail, media, active listening		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>Listen for and identify key ideas and details in a text read aloud or information presented orally</li> <li>Listen for and identify information presented in a variety of formats</li> <li>Retell a text or information using key ideas and/or details</li> </ul>	<ul style="list-style-type: none"> <li>Teach/review strategies for active listening</li> <li>Present information through various media formats</li> <li>Model how to identify key ideas and details in media presented orally</li> </ul>

<b>Essential Question(s):</b> How do listeners evaluate speakers?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Speaking and Listening</b>		
<b>Anchor Standard: Research and Build Present Knowledge</b>		
<b>NJSLSA.SL3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
<b>Standard: SL.2.3</b>		
<b>Vocabulary:</b> N/A		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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"> <li>Ask and answer questions about information presented by a speaker</li> <li>Elaborate on the points made by the speaker</li> </ul>	<ul style="list-style-type: none"> <li>Teach effective questioning strategies to evaluate a speaker</li> <li>Teach students how to ask and answer higher level questions (Bloom's Taxonomy)</li> </ul>

<b>Essential Question(s):</b> How do speakers vary their presentation of information dependent upon the established task, purpose and audience?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Speaking and Listening</b>		
<b>Anchor Standard: Presentation of Knowledge and Ideas</b>		
<b>NJSLSA.SL4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
<b>Standard: SL.2.4</b>		
<b>Vocabulary:</b> relevant, irrelevant, time order words, transitions, non-verbal techniques, public speaking, communication, pace, volume, tone		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant,	<ul style="list-style-type: none"> <li>Distinguish between relevant and irrelevant details</li> <li>Use time order words/transitions to sequence important event</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and model basic public speaking skills</li> <li>Demonstrate the use of non-verbal techniques (posture, eye contact, facial expression and gesture)</li> <li>Create a public speaking checklist</li> </ul>

descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> <li>• Use appropriate nonverbal techniques to enhance communication</li> <li>• Speak at an appropriate pace, volume, and tone</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to practice public speaking skills</li> </ul>
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<b>Essential Question(s):</b> How do students enhance a presentation?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Speaking and Listening</b>		
<b>Anchor Standard: Presentation of Knowledge and Ideas</b>		
<b>NJSLSA.SL5.</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
<b>Standard: SL.2.5</b>		
<b>Vocabulary:</b> presentation, visual display		
Grade Specific Standard	Skills	Procedures and Examples
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"> <li>• Read story or poem (original or previously published) aloud for recording</li> <li>• Use a variety of formats to enhance reading (visual display)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of technologies to record students individually reading aloud: <ul style="list-style-type: none"> <li>- Tape recorder</li> <li>- Video camera</li> <li>- Podcast</li> <li>- iMovie</li> <li>- PowerPoint</li> <li>- Recordable books</li> </ul> </li> </ul>

<b>Essential Question(s):</b> How do students demonstrate command of formal English?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Speaking and Listening</b>		
<b>Anchor Standard: Presentation of Knowledge and Ideas</b>		
<b>NJSLSA.SL6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Standard: SL.2.6</b>		
<b>Vocabulary:</b> communicate, clarify, fragment, complete, and run-on sentences		
Grade Specific Standard	Skills	Procedures and Examples
SL.2.6. Produce complete sentences when appropriate to task and situation in order	<ul style="list-style-type: none"> <li>• Distinguish among fragment, complete and run-on sentences</li> <li>• Speak in complete sentences <ul style="list-style-type: none"> <li>- Provide requested detail</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to speak in complete sentences</li> <li>• Model the use of standard English</li> <li>• Observe and document students' use of language</li> </ul>

to provide requested detail or clarification.	or clarification	
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**English Language Arts Curriculum: Grade 2**  
**Language**

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English to convey a message?
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration
<b>Language</b>
<b>Anchor Standard: Conventions of Standard English</b>
<b>NJSLSA.L1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Standard: L.2.1</b>
<b>Vocabulary:</b> collective nouns, irregular plural nouns, reflexive pronouns, adjectives, adverbs, verbs, simple and compound sentences, conjunctions

Grade Specific Standard	Skills	Procedures and Examples
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.2.1.A. Use collective nouns (e.g., <i>group</i> ).	<ul style="list-style-type: none"> <li>Identify and define collective nouns</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of collective nouns</li> <li>Provide oral and written practice</li> </ul>
L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<ul style="list-style-type: none"> <li>Identify and define frequently occurring irregular plural nouns</li> <li>Form the irregular plurals of frequently occurring singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of irregular plural nouns</li> <li>Provide oral and written practice</li> </ul>
L.2.1.C. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<ul style="list-style-type: none"> <li>Identify and define reflexive pronouns</li> <li>Demonstrate the use of reflexive pronouns in oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of reflexive pronouns</li> <li>Provide oral and written practice</li> </ul>
L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<ul style="list-style-type: none"> <li>Identify and define past tense of frequently occurring irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of past tense irregular verbs</li> <li>Provide oral and written practice</li> </ul>
L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>Identify and define adjectives and adverbs</li> <li>Distinguish between adjectives and adverbs</li> <li>Use adjectives and adverbs correctly</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of adjectives and adverbs (review verbs)</li> <li>Demonstrate the correct use of adjectives and adverbs</li> <li>Provide oral and written practice</li> </ul>
L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	<ul style="list-style-type: none"> <li>Distinguish between a simple and compound sentence</li> <li>Produce complete simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of complete simple and compound sentences (teach conjunctions)</li> <li>Provide oral and written practice</li> </ul>

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English mechanics to convey a message?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Language</b>		
<b>Anchor Standard: Conventions of Standard English</b>		
<b>NJSLSA.L2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>Standard: L.2.2</b>		
<b>Vocabulary:</b> capitalization, commas, apostrophe, contractions, possessive, parts of a letter: greeting and closing, reference materials		
Grade Specific Standard	Skills	Procedures and Examples
L.2.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

L.2.2.A. Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> <li>• Distinguish between common and proper nouns</li> <li>• Demonstrate correct capitalization of holidays, product names, and geographic names in writing</li> <li>• Use correct capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of correct and incorrect capitalization</li> <li>• Provide written practice</li> </ul>
L.2.2.B. Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> <li>• Identify the components of a letter</li> <li>• Demonstrate the correct use of commas when writing letters</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of letters</li> <li>• Provide written practice <ul style="list-style-type: none"> <li>- Have students write a friendly letter</li> </ul> </li> </ul>
L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> <li>• Identify and explain the purpose and formation of contractions and possessives.</li> <li>• Demonstrate correct formation and use of contractions and possessives.</li> <li>• Use apostrophes in contractions and possessives correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of correct use and formation of contractions and possessives.</li> <li>• Provide written practice</li> </ul>
L.2.2.D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<ul style="list-style-type: none"> <li>• Identify common spelling patterns.</li> <li>• Demonstrate use of learned spelling patterns when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of spelling patterns (i.e. word wall)</li> <li>• Provide oral and written practice</li> </ul>
L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> <li>• Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.</li> <li>• Strengthen writing by using reference materials when drafting and editing.</li> </ul>	<ul style="list-style-type: none"> <li>• Model use of reference materials to check spelling</li> </ul>

<b>Essential Question(s):</b> How do students use their knowledge of language to communicate effectively and increase understanding?
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration
<b>Language</b>
<b>Anchor Standard: Knowledge of Language</b>
<b>NJSLSA.L3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Standard: L.2.3</b>

<b>Vocabulary:</b> formal English, informal English		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.2.3.A. Compare formal and informal uses of English.	<ul style="list-style-type: none"> <li>• Identify and distinguish between formal and informal English.</li> <li>• Identify purposes, audiences, and environments that require formal and informal English.</li> <li>• Adjust use of formal and informal English for purpose, audience, and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of formal and informal uses of English</li> <li>• Listen to examples of formal/informal language</li> <li>• Provide oral and written practice</li> </ul>

<b>Essential Question(s):</b> How do students use context clues and word parts to clarify the meaning of unknown words?
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration
<b>Language</b>
<b>Anchor Standard: Vocabulary Acquisition and Use</b>
<b>NJSLSA.L4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



<b>Standard: L.2.4</b>		
<b>Vocabulary:</b> context clue, prefix, suffix, root word, compound word, glossary, dictionary		
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>
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.	<ul style="list-style-type: none"> <li>Identify context clues that help determine or clarify the meaning of a word or phrase.</li> <li>Access prior knowledge to help determine or clarify the meaning of a word or phrase.</li> <li>Discuss word meanings as they are encountered.</li> </ul>	<ul style="list-style-type: none"> <li>Model the use of context clues to determine the meaning of unknown words</li> <li>Provide oral and written practice</li> </ul>
L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	<ul style="list-style-type: none"> <li>Identify common prefixes and their meaning.</li> <li>Use meaning of known words and prefixes to explain the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Create a prefix meaning charts (i.e. re-, pre-, etc.)</li> <li>Teach how prefixes affect the meaning of a root word</li> <li>Provide written practice</li> </ul>
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., <i>addition, additional</i> ).	<ul style="list-style-type: none"> <li>Identify/define the root word in unknown words.</li> <li>Identify common suffixes and their meanings.</li> <li>Use meaning of prefixes and suffixes to explain the meaning of known root words.</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to identify known roots within unknown words to determine new word meaning</li> <li>Review common prefixes and suffixes (refer to charts)</li> <li>Provide written practice</li> </ul>
L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	<ul style="list-style-type: none"> <li>Identify compound words presented orally and in a variety of texts.</li> <li>Combine meanings of individual words together to determine meaning of new compound words.</li> <li>Use compound words orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Given the definition of compound words, have students identify which individual words would combine to create the compound word</li> <li>Provide written practice</li> </ul>
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"> <li>Apply alphabet knowledge to use glossaries and dictionaries.</li> <li>Use guide words and text features to help find information within a specific source.</li> <li>Strengthen writing by using glossaries and beginning dictionaries to determine word choice.</li> </ul>	<ul style="list-style-type: none"> <li>Model use of dictionary and glossary when new vocabulary words are presented</li> <li>Provide opportunities for practice</li> </ul>

<b>Essential Question(s):</b> How do students demonstrate their understanding of word meaning when making connections between related words?
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration
<b>Language</b>
<b>Anchor Standard: Vocabulary Acquisition and Use</b>
<b>NJSLSA.L5.</b> Demonstrate understanding of word relationships and nuances in word meanings.
<b>Standard: L.2.5</b>

<b>Vocabulary:</b> synonym, adjective, verb		
Grade Specific Standard	Skills	Procedures and Examples
L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.2.5.A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	<ul style="list-style-type: none"> <li>Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life</li> </ul>	<ul style="list-style-type: none"> <li>Model making connections between words and their uses (verbalize thinking process)</li> </ul>
L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<ul style="list-style-type: none"> <li>Identify synonyms for given verbs and adjectives</li> <li>Use context clues to distinguish intensity (nuances) of meaning among synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Verb: Demonstrate different degrees of action Ex: The differences between tossing, hurling, and throwing a ball</li> <li>Adjectives: Using an illustration, have students determine adjectives to describe the picture. After creating the list of adjectives, determine which words are most accurate according to the context</li> </ul>

<b>Essential Question(s):</b> How do student apply their knowledge of the English language to communicate most effectively?		
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration		
<b>Language</b>		
<b>Anchor Standard: Vocabulary Acquisition and Use</b>		
<b>NJSLSA.L6.</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
<b>Standard: L.2.6</b>		
<b>Vocabulary:</b> N/A		
Grade Specific Standard	Skills	Procedures and Examples
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"> <li>Use grade appropriate language and vocabulary at a level of proficiency</li> <li>Use standard English to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>Provide strategies and examples of using standard English</li> <li>Provide speaking and writing opportunities during which students can strengthen command of standard English</li> </ul>