

Lavallette Elementary School	English Language Arts Pacing Guide
Content Area: English Language Arts Course Title: Reading, Writing, Speaking and Listening, Language	Grade Level: Second Grade
<p style="text-align: center;">Unit Plan 1</p> Reading Fiction, Reading NonFiction, Grade-level Phonics and Word Analysis Skills, Word Study, Vocabulary, Writing Narratives, Opinions, Writing Constructed Responses	<p style="text-align: center;">September - October</p>
<p style="text-align: center;">Unit Plan 2</p> Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses	<p style="text-align: center;">November - January</p>
<p style="text-align: center;">Unit Plan 3</p> Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses	<p style="text-align: center;">February - March</p>
<p style="text-align: center;">Unit Plan 4</p> Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses	<p style="text-align: center;">April</p>
<p style="text-align: center;">Unit Plan 5</p> Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses	<p style="text-align: center;">May - June</p>
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning	Board Approved: October 16, 2018

Lavallette Elementary School Curriculum Unit Overview

Content Area: English Language Arts

Grade Level: Second Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 1

Cluster Summary: Comprehension and foundational skills will be the focus of this unit. Reading, writing and grammar skills will be developed. Writing to express ideas and emotions through narrative and descriptive styles will complement writing. A variety of technology will be used throughout all units.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

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

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the</p>

	globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- 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
- Determine central ideas or themes of a text and analyze their development
- Summarize the key supporting details and ideas
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Interpret words and phrases as they are used in a text
- Analyze the structure of texts
- Assess how point of view or purpose shapes the content and style of a text

Writing: Students will...

- Produce clear and coherent writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Speaking and Listening: Students will....

- 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
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings.

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral
RL.2.3	Describe how characters in a story respond to major events and challenges using key details
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
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
	READING STANDARDS: INFORMATIONAL TEXT
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
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

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
	READING STANDARDS: FOUNDATIONAL SKILLS
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> A. Know spelling-sound correspondences for common vowel teams B. Decode regularly spelled two-syllable words with long vowels C. Decode words with common prefixes and suffixes D. Identify words with inconsistent but common spelling-sound correspondences E. Recognize and read grade-appropriate irregularly spelled words
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding B. Read grade-level text orally with accuracy, appropriate rate, and expression C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
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
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.
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.
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
W.2.8	Recall information from experiences or gather information from provided sources to answer a question

	SPEAKING AND LISTENING STANDARDS
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p> <ul style="list-style-type: none"> ✓ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ✓ Build on others' talk in conversations by linking their explicit comments to the remarks of others ✓ Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	LANGUAGE STANDARDS
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use collective nouns (e.g., <i>group</i>) ✓ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) ✓ Use reflexive pronouns (e.g., <i>myself, ourselves</i>) ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified ✓ 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>)

L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Capitalize holidays, product names, and geographic names ✓ Use commas in greetings and closing of letters ✓ Use an apostrophe to form contractions and frequently occurring possessives ✓ Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>) ✓ Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Compare formal and informal uses of English
L.2.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>) ✓ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>) ✓ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>) ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>) ✓ Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>)
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? • Does my writing make sense? Is it complete (beginning, middle, and end)? • How can I communicate ideas in a way that others will understand? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear.
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<p>Lavallette Elementary School Curriculum Unit Overview</p>	
<p>Content Area: English Language Arts</p>	<p>Grade Level: Second Grade</p>
<p>Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 2</p>	
<p>Cluster Summary: Comprehension skill development will continue as students read closely to extract information from fiction and nonfiction text and identify main ideas and key details. Citing specific text evidence will be a focus throughout the unit. Students will draw conclusions and infer in reading. These ideas will be shown through student writing in written responses, summaries, and research.</p>	
<p>Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.</p>	

21 Century Themes:

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

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- 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
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- Assess how point of view or purpose shapes the content and style of a text

Writing: Students will...

- Produce clear and coherent writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Speaking and Listening: Students will....

- 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
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Language: Students will...

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Number	Standard for Mastery
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RL.2.3	Describe how characters in a story respond to major events and challenges using key details
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
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
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
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

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	READING STANDARDS: FOUNDATIONAL SKILLS
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> F. Know spelling-sound correspondences for common vowel teams G. Decode regularly spelled two-syllable words with long vowels H. Decode words with common prefixes and suffixes I. Identify words with inconsistent but common spelling-sound correspondences J. Recognize and read grade-appropriate irregularly spelled words
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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
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.
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.

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
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
W.2.8	Recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
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 <ul style="list-style-type: none"> ✓ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ✓ Build on others' talk in conversations by linking their explicit comments to the remarks of others ✓ Ask for clarification and further explanation as needed about the topics and texts under discussion.
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	<ul style="list-style-type: none"> ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified ✓ 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>)
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L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Compare formal and informal uses of English
L.2.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>) ✓ 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>) ✓ 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>) ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
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	✓ 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>)
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? • Does my writing make sense? Is it complete (beginning, middle, and end)? • How can I communicate ideas in a way that others will understand? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear.
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Content Area: English Language Arts	Grade Level: Second Grade
Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 3	

Cluster Summary: Comprehension skill development will continue as students read closely to extract information from fiction and nonfiction text and identify main ideas and key details. Citing specific text evidence will be a focus throughout the unit. Students will draw conclusions and infer in reading. These ideas will be shown through student writing in written responses, summaries, and research.

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- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
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Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text

RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral
RL.2.3	Describe how characters in a story respond to major events and challenges using key details
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
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
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
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe

RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
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	READING STANDARDS: FOUNDATIONAL SKILLS
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> K. Know spelling-sound correspondences for common vowel teams L. Decode regularly spelled two-syllable words with long vowels M. Decode words with common prefixes and suffixes N. Identify words with inconsistent but common spelling-sound correspondences O. Recognize and read grade-appropriate irregularly spelled words
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> G. Read grade-level text with purpose and understanding H. Read grade-level text orally with accuracy, appropriate rate, and expression I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
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
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

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.
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.
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
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations
W.2.8	Recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
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 <ul style="list-style-type: none"> ✓ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ✓ Build on others' talk in conversations by linking their explicit comments to the remarks of others ✓ Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	LANGUAGE STANDARDS

<p>L.2.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use collective nouns (e.g., <i>group</i>) ✓ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) ✓ Use reflexive pronouns (e.g., <i>myself, ourselves</i>) ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified ✓ 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>)
<p>L.2.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Capitalize holidays, product names, and geographic names ✓ Use commas in greetings and closing of letters ✓ Use an apostrophe to form contractions and frequently occurring possessives ✓ Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>) ✓ Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings
<p>L.2.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Compare formal and informal uses of English
<p>L.2.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>) ✓ 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>) ✓ 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"> ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>) ✓ 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>)
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why and how do we read informational text? ● Why do authors of informational text use text features? ● How does asking questions help readers understand informational text? ● What are my strategies for reading text and how do I know they are working? ● What skills and strategies can I use to become a more effective reader? ● Does my writing make sense? Is it complete (beginning, middle, and end)? ● How do purpose and audience affect the rules I follow and choices I make as I write? Can I use a variety of purposes to communicate my ideas in writing? ● Why is it important to solve problems? How do I know 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. ● Effective readers use appropriate strategies as needed to construct meaning. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. ● Research is the process of gaining information from a variety of resources. ● We use information to support our thinking ● We will enhance our learning by using many resources and by using technology. ● Language is the way we communicate with each other and share ideas. ● An understanding of Standard American English helps us understand what we read and what
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<p>information is relevant, significant, and accurate?</p> <ul style="list-style-type: none"> • What different resources can I use to help me understand my topic better? • How can we communicate ideas in a way that others will understand? • Can I listen and respond to what I hear? • How can I become a better listener and speaker? • Why do we have media? • What different types of media can I use for different purposes? 	<p>we hear.</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators. • Understanding a variety of media tools will help us better understand what we read, see, and hear. • The purpose of different forms of media is to influence our thinking in different ways. • We will use media to enhance our thinking and learning.
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<p>Lavallette Elementary School Curriculum Unit Overview</p>	
<p>Content Area: English Language Arts</p>	<p>Grade Level: Second Grade</p>
<p>Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 4</p>	
<p>Cluster Summary: Reading will encompass a broad range of text types. This unit continues to build foundations for college and career readiness. Technology, including internet will be used for research. Writing is used to support claims, opinions and arguments, as well as to convey experiences. Writing skills are strengthened with mastery of process writing and conventions.</p>	
<p>Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.</p>	
<p>21 Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p>	

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets
<p>Reading: Students will...</p> <ul style="list-style-type: none"> ● 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 ● Determine central ideas or themes of a text and analyze their development ● Summarize the key supporting details and ideas

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Interpret words and phrases as they are used in a text
- Analyze the structure of texts
- Assess how point of view or purpose shapes the content and style of a text

Writing: Students will...

- Produce clear and coherent writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Speaking and Listening: Students will....

- 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
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings.

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral
RL.2.3	Describe how characters in a story respond to major events and challenges using key details
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections

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
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
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed
READING STANDARDS: INFORMATIONAL TEXT	
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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
READING STANDARDS: FOUNDATIONAL SKILLS	

RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> P. Know spelling-sound correspondences for common vowel teams Q. Decode regularly spelled two-syllable words with long vowels R. Decode words with common prefixes and suffixes S. Identify words with inconsistent but common spelling-sound correspondences T. Recognize and read grade-appropriate irregularly spelled words
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> J. Read grade-level text with purpose and understanding K. Read grade-level text orally with accuracy, appropriate rate, and expression L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.2.1	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion</p>
W.2.2	<p>Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion</p>
W.2.3	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
W.2.5	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p>
W.2.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
W.2.7	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations</p>

W.2.8	Recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p> <ul style="list-style-type: none"> ✓ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ✓ Build on others' talk in conversations by linking their explicit comments to the remarks of others ✓ Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	LANGUAGE STANDARDS
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use collective nouns (e.g., <i>group</i>) ✓ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) ✓ Use reflexive pronouns (e.g., <i>myself, ourselves</i>) ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified

	<ul style="list-style-type: none"> ✓ 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>)
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Capitalize holidays, product names, and geographic names ✓ Use commas in greetings and closing of letters ✓ Use an apostrophe to form contractions and frequently occurring possessives ✓ Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>) ✓ Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Compare formal and informal uses of English
L.2.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>) ✓ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>) ✓ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>) ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>) ✓ Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>)

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are my strategies for reading grade level text and how do I know they are working? • How can I learn about people in history and new Ideas by reading and writing? • How can I use a variety of purposes to communicate my ideas in writing and speaking? • What different resources can I use to help me understand my topic better? • How does and I listen and responding to what I hear help me learn? • How can I become a better listener and speaker? • What different types of technology can I use for different purposes? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • The writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes • We use information to support our thinking • We will enhance our learning by using many resources and by using technology. • Language is the way we communicate with each other and share ideas. • Through listening and speaking we will become clear and effective communicators. • Understanding a variety of media and technology will help us better understand what we read, see, and hear
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Lavallette Elementary School Curriculum Unit Overview

Content Area: English Language Arts

Grade Level: Second Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 5

Cluster Summary: This unit focuses on the integration of knowledge and ideas, and how the ideas in books connect to each other and to the larger world. Technology, including internet will be used as an additional tool to make these connections. Writing skills are strengthened through planning, revising and editing for the task and purpose. Editing conventions will be emphasized to reflect appropriate grade level Language standards.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

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

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and</p>

	technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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Learning Targets

Reading: Students will...

- 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
- Determine central ideas or themes of a text and analyze their development
- Summarize the key supporting details and ideas
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Interpret words and phrases as they are used in a text
- Analyze the structure of texts
- Assess how point of view or purpose shapes the content and style of a text

Writing: Students will...

- Produce clear and coherent writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Speaking and Listening: Students will....

- 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
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings.

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral
RL.2.3	Describe how characters in a story respond to major events and challenges using key details
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
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
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
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>

RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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
	READING STANDARDS: FOUNDATIONAL SKILLS
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> U. Know spelling-sound correspondences for common vowel teams V. Decode regularly spelled two-syllable words with long vowels W. Decode words with common prefixes and suffixes X. Identify words with inconsistent but common spelling-sound correspondences Y. Recognize and read grade-appropriate irregularly spelled words
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> M. Read grade-level text with purpose and understanding N. Read grade-level text orally with accuracy, appropriate rate, and expression O. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
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
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
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.
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.
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
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations
W.2.8	Recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
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 <ul style="list-style-type: none"> ✓ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ✓ Build on others' talk in conversations by linking their explicit comments to the remarks of others ✓ Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	LANGUAGE STANDARDS
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use collective nouns (e.g., <i>group</i>) ✓ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) ✓ Use reflexive pronouns (e.g., <i>myself, ourselves</i>) ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified ✓ 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>)
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Capitalize holidays, product names, and geographic names ✓ Use commas in greetings and closing of letters ✓ Use an apostrophe to form contractions and frequently occurring possessives ✓ Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>) ✓ Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Compare formal and informal uses of English
L.2.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase

	<ul style="list-style-type: none"> ✓ 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>) ✓ 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>) ✓ 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>) ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>) ✓ 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>)
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does the author want us to know? ● How is this book similar to another book you read? ● How are two books on the same subject different? ● Does my writing make sense? ● Is it complete (beginning, middle, and end)? ● How do purpose and audience affect the rules ● I follow and choices I make as I write? ● Can I use a variety of purposes to 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Reading is an active process. Ideas are the key to knowledge and to understanding connections to ourselves and our world. ● Effective readers use appropriate strategies as needed to construct meaning. ● Two or more books of the same story from different cultures and authors can have similarities. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.
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<p>communicate my ideas in writing?</p> <ul style="list-style-type: none"> • What online resources can I use to help me find information? • How do I know if information is relevant, significant, and accurate? • What different resources can I use to help me understand my topic better? • How can we communicate ideas in a way that others will understand? • Can I listen and respond to what I hear? • How can I become a better listener and speaker? • Why do we have media? • What different types of media can I use for different purposes? 	<ul style="list-style-type: none"> • Research is the process of gaining information from a variety of resources. • We use information to support our thinking • We will enhance our learning by using many resources and by using technology. • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators. • Understanding a variety of media tools will help us better understand what we read, see, and hear. • The purpose of different forms of media is to influence our thinking in different ways. • We will use media to enhance our thinking and learning
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Evidence of Learning

Formative Assessments

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Summative Assessments

- Writer's workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Modifications

English Language Learners:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
 - Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia
 - teacher talk

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group

- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

Enrichment:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Teacher Resources:

Reading

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm>

http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>

<http://www.eduplace.com>

http://www.softschools.com/language_arts/phonics/phonics_games.jsp <http://www.brainpopjr.com>

<http://www.starfall.com>

http://www.tumblebooks.com/library/asp/home_tumblebooks.asp <http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonline.com/blog/>

<http://www.rif.org>

<http://www.rif.org>

<http://www.fcrr.org>