

ELA 2nd-Q3

Content Area: **2nd Grade**
Course(s): **Reading (2), Writing (2)**
Time Period: **Marking Period 3**
Length: **1 Marking Period**
Status: **Not Published**

Student Learning Standards

LA.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.
LA.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.
LA.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.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.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).
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.L.2.3.A	Compare formal and informal uses of English.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.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.
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by

	the little boy).
LA.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.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.
LA.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.

LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.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.
LA.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.
LA.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.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.
LA.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.

21st Century Standards

CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Standards for Mathematical Practice (Math only)

Technology Standards

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.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.
TECH.8.1.2.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.2.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.2.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Companion Standards

SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
SOC.6.3.4.CS5	Develop strategies to reach consensus and resolve conflict.
SOC.6.1.4.B	Geography, People, and the Environment
SCI.K-2.5.1.2	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
SCI.K-2.5.4.2	All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.
SCI.K-2.5.4.2.F	Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.
SOC.6.3.4.C	Economics, Innovation, and Technology
SOC.6.1.4.D	History, Culture, and Perspectives
SCI.K-2.5.4.2.F.a	Current weather conditions include air movement, clouds, and precipitation. Weather conditions affect our daily lives.
SCI.K-2.5.4.2.F.1	Observe and document daily weather conditions and discuss how the weather influences your activities for the day.

SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
SOC.6.3.4.D	History, Culture, and Perspectives
SOC.6.1.4.C	Economics, Innovation, and Technology
SOC.6.3.4.B	Geography, People and the Environment
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.3.4.A	Civics, Government, and Human Rights

Unit Focus

Big Idea #1: Reading Critical Knowledge and Skills

(NJ DOE Unit 3)

(Wonders Units 1-6)

Big Idea #2: Writing Critical Knowledge and Skills

(NJ DOE Unit 3)

(Wonders Units 1-6)

Big Idea #3: Speaking and Listening Critical Knowledge and Skills

(NJ DOE Unit 3)

(Wonders Units 1-6)

Big Idea #4: Language Critical Knowledge and Skills

(NJ DOE Unit 3)

(Wonders Units 1-6)

Essential Questions

Bid Idea #1:

1. Why is it important to utilize textual evidence when asking questions before, during, and after reading?
2. How can creating questions about an important idea help us to better understand what we are reading?
3. What is the main idea of a paragraph and why is it important?
4. How do details in a paragraph lead us to the main idea?
5. How do we recount (retell) stories such as fables and folktales?
6. How do we determine the central message or lesson (moral) in stories such as fables and folk tales?
7. How do different historical events, scientific ideas, or "how to" procedures link together in a text?
8. Why is it important to retell using chronological or sequential order?
9. How does comparing and contrasting ideas from various text help us to better understand?
10. How do words or phrases show rhythm and meaning in a story, poem, or song?
11. How does the author use words and phrases to supply meaning in a story, poem, or song?
12. How do we know when a different character is speaking?
13. How do the points of view of the characters differ?
14. Why is it important to know how the main character is thinking and feeling in the story?
15. How do we use graphic organizers to compare and contrast two or more versions of the same story?
16. How do readers develop fluency and comprehension skills?
17. How can we use long and short vowels to help us when reading words?
18. How can we use vowel teams to spell words?
19. How do decoding strategies help us to read?
20. How can we use long vowels (vowel teams) to help us decode two syllable words?
21. What are common prefixes and suffixes?
22. How do we use what we know about letters and sounds to help us with spelling?
23. How do we decode words that do not follow the phonics rules?
24. How do we know the purpose for what we are reading?

25. How do we show that we understand what we are reading?

Big Idea #2:

1. How do writers compose opinion pieces?
2. How do writers compose informative/explanatory text?
3. How do writers strengthen their writing?
4. How do writers publish their writing?
5. How do writers participate in research and writing projects?

Big Idea #3:

1. How can asking questions about what the speaker is saying help to clarify, gather, or deepen understanding?
2. Why is it important to assume various roles in conversations?
3. What are the norms of conversation?
4. Why is it important to articulate ideas verbally and in writing?
4. How can digital media enhance your ideas?
5. Why is it important to provide details and clarification when speaking?

Big Idea #4:

1. Why is it important to understand the rules for grammar when writing and speaking?
2. What are irregular plural nouns and how are they used?
2. What is a reflexive pronoun and how is it used?
3. What are irregular verbs and how do we identify them?
4. How do we classify adjectives?
5. What are the parts of a letter?
6. What is an apostrophe and when do we use an apostrophe?
7. How do common spelling patterns help us when we are writing?
8. How do we use reference materials to check and correct spellings? (dictionary, glossary)

9. Why is it important to compare formal and informal uses of English?
10. How are new words formed when a prefix is added to the word?
12. How does understanding the relationship in words help?
13. Why is it important to learn new vocabulary?

Critical Knowledge and Skills

Big Idea #1

Students will be able to:

Utilize textual evidence to support thinking when asking and answering general questions.

Create questions about an important idea within the text (using who, what, where when, why, and/or how).

Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.

Determine what lesson of the story.

Identify the main idea and overall focus of a multi-paragraph text.

Determine the main idea of the text.

Determine the important ideas in the text.

Determine the details that lead to the main idea.

Identify how different historical events, scientific ideas, or “how to” procedures link together in a text.

Identify text details, events, or ideas that are chronological or sequential.

Retell chronological or sequential text details in the appropriate order.

Compare and contrast ideas from the text.

Analyze how words and phrases provide meaning to a poem, story, or song.

Identify the parts of the poem that rhyme.

Identify the parts of the poem that show the beat.

Determine which part shows alliteration.

Define words and phrases specific to grade 2.

Recognize that characters have different points of view.

Determine how the characters think/feel about the events.

Identify any characters that have similar thinking.

Consider the character's voice when reading out loud.

Describe why a character has a different point of view in a story.

Identify the main points in a text.

Identify reasons that the authors uses to support the main points in a text.

Evaluate how or why the author uses the reasons to support the main points in a text.

Identify similarities and differences of events in different versions of the same story.

Identify similarities and differences in characters in different versions of the same story.

Identify the most important points in the text.

Find similarities and differences in those points when reading texts on the same topic.

Demonstrate good reading habits.

Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band.

Identify typical vowel combinations.

Demonstrate ability to pronounce and spell words with vowel teams.

Utilize strategies for decoding words with affixes in texts.

Utilize strategies for decoding irregularly-spelled words in texts.

Determine if the word looks and sounds right and makes sense.

Search for chunks and say them.

Focus on the beginning and/or end of the word and try again, when having difficulty.

Understand grade-level text when reading.

Read grade-level text aloud, making minimal errors.

Use an appropriate rate when reading aloud.

Use appropriate expression and inflection when reading text aloud.

Use appropriate self-correction strategies to read words and for understanding.

Big Idea #2

Students will be able to:

Include an introduction statement.

State opinion and reasons that support the opinion.

Incorporate simple and compound sentence structures.

Use linking words (e.g., because, and, also).

Describe order of events using transition words (e.g. first, next, then, last).

Choose descriptive words that match thinking, feelings, and actions.

End with a closing statement.

Reread text to better understand what was read, when necessary.

Gather facts, choose best facts to use, and present facts in a clear sequence.

Include an introductory statement.

Describe order of events using transition words (e.g. first, next, then, last).

Incorporate facts and definitions.

Use linking words (e.g., because, and, also).

End with a closing statement.

Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.

Utilize conferences, checklist sheets, and peer editing.

Reflect on writing.

Publish writing both independently and with peers using digital tools.

Use keyboarding techniques.

Understand their role as part of a team and the work they are required to accomplish.

Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question.

Take notes.

Big Idea #3

Students will be able to:

Participate in a variety of grade-appropriate, collaborative, rich, structured conversations.

Assume various roles in conversations (e.g., participant, leader, and observer).

Use norms of conversations (e.g., eye contact, taking turns, etc).

Connect comments to build on remarks of others.

Ask questions and further explanations about topics and/or texts.

Ask questions about what a speaker is saying to clarify, gather or deepen understanding.

Answer questions in order to clarify or gain further information.

Utilize digital media to enhance ideas for meaning.

Create visuals that emphasize chosen facts or details.

Articulate ideas (both verbally and in writing) using complete sentences and ideas.

Provide details or clarifications when speaking as requested.

Big Idea #4

Students will be able to:

Identify irregular plural nouns used when reading, writing or speaking.

Classify plural nouns as regular or irregular.

Form and use common irregular plural nouns when writing or speaking.

Identify reflexive pronouns when reading, writing or speaking.

Classify pronouns as reflexive.

Accurately use reflexive pronouns when writing or speaking.

Identify irregular verbs in the past tense used when writing or speaking.

Classify verbs in the past tense as regular or irregular.

Form and use common irregular verbs in the past tense when writing or speaking.

Define and identify adjectives and adverbs when reading, writing or speaking.

Classify adjectives and adverbs in sentences.

Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking.

Define and identify simple and compound sentences when reading.

Classify sentences as simple or compound.

Expand and rearrange complete, simple and compound sentences when writing and speaking.

Define and identify greetings and closings in letters (salutation).

Use commas appropriate to offset greetings and closings in letters.

Define and identify apostrophes when reading and writing.

Articulate the purpose and use of apostrophes.

Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing.

Identify common spelling patterns.

Utilize common spelling patterns when writing.

Utilize reference materials and resources to correct one's own spelling.

Compare writing styles and effects of language within various genres and multiple author examples to better understand the

differences between formal and informal English.

Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.

Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.

Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives.

Show understanding of newly acquired vocabulary (gathered from discussions as well as text).

Make purposeful language choices to communicate in an effective way.

Utilize adjectives and adverbs to describe where necessary.

Differentiated Instruction

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models solving problems
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide hands-on activities and explanations
- Use reduced text, so that print is not so dense.
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Give instructions/directions in writing and orally
- Use of translation dictionaries to locate words in the native language
- Use English Learners resources such as study guides, assessments and a visual glossary

Possible Supports for Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Students Hands on activities
- cooperative learning
- peer tutoring, extended time
- reteach in utilizing various methods

- Utilize remediation resources which include assessment and intervention, in planning and instruction

Gifted and Talented:

- 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
- Utilize Pre-AP Resources such as the pacing, assignment and best practices guide

Additional Resources:

Computers with internet access and projection capabilities, whiteboards, audio materials (CDs, CD players), print materials, manipulatives journals, sticky notes, graphic organizers, chart paper, chimes, leveled math activities, magnetic numbers, Wikki Stix, white boards, stamps, response boards, vocabulary cards, teaching posters

District/School Formative Assessment

Class Discussion

Teacher Observations

Daily 5

Literature Discussions

Literature Responses

Questioning

Writer's Notebook

Self-Assessments

Cooperative Learning Groups

Writer's Workshop

Writing Assignments

Teacher Conferences

Portfolios

Running Records

Presentations

Individual Whiteboards

District/School Summative Assessment

District Reading Leveling

Anecdotal Records

Topic Assessments

Topic Quiz

Suggested Open Educational Resources

<http://readingandwritingproject.org>

www.jenniferserravallo.com/blog

<http://www.wegivebooks.org/books>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org>

[http://www.lesterlaminack.com/blog .htm](http://www.lesterlaminack.com/blog.htm)

www.seymoursimon.com/index.php /blog

<https://www.teacherspayteachers.com/Product/Guided-Reading-PromptCards-123684> Writing & Language

<http://readingandwritingproject.org>

<http://www.schrockguide.net>

<http://twowritingteachers.wordpress.com>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org>

[http://www.nwp.org/cs/public/print/resource_topic/teaching_writing Speaking & Listening](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing/Speaking%20&%20Listening)

<http://readingandwritingproject.org>

www.lindahoyt.com/tips.html Critical Thinking

<http://readingandwritingproject.org>

<http://kylenebeers.com/blog/feed>

www.lindahoyt.com/tips.html

www.seymoursimon.com/index.php/blog

Resources

Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet