ELA 2nd-Q2

Content Area: **2nd Grade**
Course(s): **Reading (2), Writing (2)**
Time Period: **Marking Period 2**
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.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.A	Use collective nouns (e.g., group).
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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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.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.
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.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.

LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
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.2.5	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.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.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.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.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
LA.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.

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
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.8.1.2.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
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.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
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

Unit Focus

Big Idea #1: Reading Critical Knowledge and Skills

(NJ DOE Unit 2)

(Wonders Units 1-6)

Big Idea #2: Writing Critical Knowledge and Skills

(NJ DOE Unit 2)

(Wonders Units 1-6)

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

(NJ DOE Unit 2)

(Wonders Units 1-6)

Big Idea #4: Language Critical Knowledge and Skills

(NJ DOE Unit 2)

(Wonders Units 1-6)

Essential Questions

Big Idea #1:

1. Why is it important to ask questions before, during, and after reading?

2. What is the overall structure of fiction texts?

3. How can asking questions help us to better understand what we are reading?

4. How do illustrations and diagrams help a reader understand the text?

5. How do readers ask questions to show they are aware of the key details in a story?

6. How did the characters respond to major events in the story?

7. How do authors explain a series of connected events or concepts?

8. How do readers find similarities and differences in a text?

9. How does word choice impact the overall meaning of the text?

10. How does the author's use of structure affect the meaning of the text?

11. What are the parts of a poem?

12. How do captions, glossaries, subheading, bold print,electronic menus, and icons help the reader understand the text?

13. How do we know what the author wants us to answer, explain, or describe?

14. How can we use comprehension strategies to help us understand what we are reading?

15. What strategies should we use to decode unfamiliar words?

16. Why is it important for our reading to sound fluent?

17. Why is it important to establish a purpose before we read?

18. How can we use short and long vowels to help us read words?

19. How can we use long vowels to help us make a long sound when reading words?

20. How can we use vowel teams to spell long vowel words?

21. How can we use long vowels (vowel teams) to help us decode two syllable words?

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

23. How do we read with fluency, accuracy, and expression?

24. What does it sound like when we read at an appropriate rate with fluency, accuracy, and expression?

25. Why is it important to self monitor while we read?

26. How do we use meaning to self monitor while we read?

27. How do we use structure to self monitor while we read?

Big Idea #2:

1. How do writers compose informative/explanatory text?

2. How do writers strengthen their writing?

3. How do writers publish their writing?

4. How writers participate in research and writing projects?

Big Idea #3:

1. How do we engage in conversation about grade appropriate topics and texts?

2. How do we listen attentively, take turns speaking, and add to conversations?

3. Why is it important to link our comments to the remarks of others, converse in small and large groups, and ask for more information?

4. How do we extract key ideas or details from text read aloud or information presented orally or through other media?

5. Why is it important to summarize an experience using appropriate expression?

6. How do facts and descriptive details help us?

7. How can we use a drawing or visual display to provide clarification about a story or recounted experience?

Big Idea #4:

1. What are common prefixes?

2. What are common suffixes?

3. How do we know that prefixes and suffixes change the meanings of words?

4. How do we use what we know about letters and sounds to help us with spelling?

5. How do we decode words that do not follow the phonics rules?

6. How do we use what we know about letters and sounds to help us recognize and read irregularly spelled words?

7. How do we decode words that do not follow the phonics rules?

8. Why are collective nouns important and how do I apply them in my writing?

9. How does our knowledge of words help us read and communicate?

10. Why is a vocabulary essential?

11. How do we identify adjectives and adverbs when reading, writing, speaking?

12. What is a compound sentence?

13. When do we capitalize words in our writing?

14. What is an apostrophe and when do we use an apostrophe?

15. How do common spelling patterns help us when we are writing?

16. How do we use reference materials to check and correct spellings? (dictionary, glossary)

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).

Identify the characters and key details in the story.

Consider how characters are involved in a story and analyze their reactions to story events.

Identify how the characters solve a problem or challenges.

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 of a poem shows alliteration.

Define words and phrases specific to grade 2.

Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.

Describe the parts of a story (beginning and end).

Describe how the parts of the story build from beginning to end.

Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.

Identify which text features helps clarify important information about what is being read.

Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text.

Determine the text's main purpose according to what the author wants the reader to know.

Utilize information from illustrations, pictures and words from print or digital text.

Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.

Utilize information from illustrations, diagrams or images from informational text.

Explain how illustrations, diagrams or images clarify the text.

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 two-syllable words in texts.

Utilize strategies for decoding irregularly spelling-sound correspondence words in texts.

Understand grade-level text when reading.

Read grade-level text aloud, making minimal errors.

Use an appropriate rate when reading aloud.

Use appropriate expression and inflection when reading text aloud.

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

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

Big Idea #2

Students will be able to:

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.

Demonstrate storytelling techniques.

Report relevant facts and details about experience.

Provide clear thoughts and emotion.

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:

Define and identify collective nouns in sentences.

Articulate the purpose and use of collective nouns.

Use collective nouns in student writing, not in isolation.

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

Classify adjectives and adverbs in sentences when reading and writing.

Use adjectives and adverbs to appropriately modify words in the sentence.

Define and identify simple and compound sentences when reading and writing.

Classify sentences as simple or compound.

Demonstrate command of the conventions of standard English capitalization when writing.

Define and identify apostrophes in writing.

Articulate the purpose and use of apostrophes.

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

Identify common spelling patterns.

Utilize common spelling patterns when writing.

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

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 context clues to determine or clarify the meaning of unknown and multiple-meaning words.

Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words.

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

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

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

www.seymoursimon.com/index.php /blog

https://www.teacherspayteachers.co m/Product/Guided-Reading-PromptCards-123684 Writing & Language

http://readingandwritingproject.o rg

http://www.schrockguide.net

http://twowritingteachers.wordpr ess.com

www.lindahoyt.com/tips.html

http://www.readwritethink.org

http://www.nwp.org/cs/public/pr int/resource_topic/teaching_writi ng Speaking & Listening

http://readingandwritingproje ct.org

www.lindahoyt.com/tips.html Critical Thinking

http://readingandwritingproj ect.org

http://kylenebeers.com/blog/ feed

www.lindahoyt.com/tips.ht ml

www.seymoursimon.com/in dex.php/blog

Resources

Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet