

# **CURRICULUM GUIDE**

**Grade 2**

**Language Arts**

**December, 2016**

**Mr. David C. Mango, Superintendent**

**Ms. Nadia Inskeep, Director of Curriculum & Instruction**

**Developed by:**

**Laurie Washburn and Marianne Woods**

**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional Board of Education**

**At the regular meeting held on 1/24/2017**

**and *Aligned with the New Jersey Student Learning Standards***

## Table of Contents

Component	Page
<b>Philosophy and Rationale:</b>	3
<b>Scope and Sequence:</b>	4- 9
<b>Mission Statement:</b>	10
<b>Units:</b>	11-46
<b>NJ Content Standards Link:</b>	47
<b>21<sup>st</sup> Century Skills Link:</b>	47

## **Philosophy and Rationale**

Reading and writing are lifelong literacy skills. In the Great Meadows Regional School District, we seek to create a vital community of learners, immersed in the process of reading, writing, speaking, and listening. We believe that these processes are essential skills for communication, self-discovery, and knowledge acquisition. Students connect and respond to written and spoken forms of expression and develop personal insights which allow them to become active participants in a global society. Through self-reflection, collaboration with peers, teacher conferences, and assessments, students discover themselves as effective communicators through a multitude of shared learning experiences in a supportive and positive learning environment.

## **Scope and Sequence**

### **Unit 1:**

Comprehension Skills and Strategies:

- Target Skills: Sequence of Events, Compare and Contrast, Author's Purpose, Cause and Effect, Story Structure
- Target Strategies: Infer/Predict, Question, Analyze/Evaluate, Summarize, Visualize

Writing:

- Writing Mode: Write to Narrate: Sentences that tell a True Story, Focus Trait: Ideas; Friendly Letter, Focus Trait: Voice; Sentences that Describe: Focus Trait Word Choice; Prewrite a True Story, Focus Trait: Ideas; Draft and Revise a True Story, Focus Trait: Sentence Fluency

Phonics:

- Short Vowels: a, i; CVC Syllable Pattern; Short Vowels a, u, e; CVC Syllable Pattern; Long Vowels: a, i, Sounds for c; Long Vowels o, u, e, Sounds for g

Grammar:

- Subjects and Predicates, Complete Sentences, Statements and Questions, What is a Noun? Singular and Plural Nouns

Vocabulary Strategies:

- Alphabetical Order; Using a Glossary; Multiple-Meaning Words; Context Clues; Base Words and Endings, -ed, -ing

Fluency:

- Accuracy: Word Recognition; Accuracy: Words Connected in Text; Accuracy: Self-Correct; Intonation; Phrasing Punctuation

Speaking and Listening:

- Listen for a Purpose; Interpret Poems; Hold a Conversation or Discussion; Retell a Story; Follow and Give Directions

## **Unit 2:**

Comprehension Skills and Strategies:

- Target Skills: Text and Graphic Features; Conclusions; Main Idea and Details; Understanding Characters; Fact and Opinion

- Target Strategies: Question, Analyze Evaluate, Infer and Predict, Monitor & Clarify

Writing:

- Informational Paragraph, Focus Trait: Ideas; Summary Paragraph, Focus Trait: Organization; Informational Paragraph, Focus Trait: Voice; Prewrite and Draft Instructions, Focus Trait: Ideas; Revise and Publish Instructions, Focus Trait: Word Choice

Phonics:

- Common Final Blends, nd, ng, nk, nt, ft, xt, mp; Double Consonants and ck; Double Consonants (CVC); Consonant Digraphs th, sh, wh, ch, tch, ph; Base Words and Endings –s, -ed, -ing; CV Syllable pattern; Contractions

Grammar:

- More Plural Nouns; Proper Nouns; What is a Verb? Verbs in the Present; Verbs Present, Past, and Future

Vocabulary Strategies:

- Base Words and Prefixes un, re-; Homophones; Compound Words; Synonyms; Base Words and Suffixes –er, -est

Fluency:

- Expression; Accuracy: Connected Text; Rate; Phrasing Punctuation; Stress

Speaking and listening:

- Nonverbal Cues; Monitor Understanding and Ask Questions

### **Unit 3:**

#### Comprehension Skills and Strategies:

- Target Skills: Conclusions; Story Structure; Author's Purpose; Main Idea and Details; Cause and Effect
- Target Strategies: Infer/Predict; Question; Analyze/Evaluate; Summarize; Monitor/Clarify

#### Writing:

- Persuasive Letter, Focus Trait: Ideas; Opinion Paragraph, Focus Trait: Voice; Persuasive Paragraph, Focus Trait: Word Choice; Pre-write a Persuasive Essay, Focus Trait: Ideas; Draft and Revised a Persuasive Essay, Focus Trait: Organization

#### Phonics:

- Base Words and Endings -s, -es; Vowel Digraphs ai, ay; Vowel Digraphs ee, ea; Long o (o, oa, ow); Compound Words; The Schwa Vowel Sound

#### Grammar:

- Kinds of Sentences; Quotation Marks; Using Proper Nouns; Abbreviations

#### Vocabulary Strategies:

- Prefixes pre-, mis-; Idioms; Using a Dictionary; Suffix -ly; Dictionary Entry

#### Fluency:

- Expression; Intonation; Stress; Natural Pauses; Accuracy: Connected Text

#### Speaking and listening:

- Listen for Retell and Main Ideas; Summarize Important Information

## **Unit 4:**

### Comprehension Skills and Strategies:

- Target Skills: Story Structure; Sequence of Events; Understanding Characters; Text and Graphic Features; Compare and Contrast
- Target Strategies: Infer/ Predict; Visualize; Analyze/Evaluate; Question; Monitor/Clarify

### Writing:

- Fictional Narrative Paragraph, Focus Trait: Ideas; Fictional Narrative Paragraph, Focus Trait: Voice; Descriptive Paragraph, Focus Trait: Word Choice; Prewrite a Fictional Narrative, Focus Trait: Organization; Draft and Revise a Fictional Narrative, Focus Trait: Organization

### Phonics:

- Base Words and endings -ed, -ing; Long i (i, igh, ie, y); The Long e sound for y; Changing y to i; Words with ar; Words with or, ore

### Grammar:

- Pronouns; Subject-Verb Agreement; The Verb be; Commas in Dates and Places; Commas in a Series

### Vocabulary:

- Homographs; Antonyms; Suffixes -y, -ful; Synonyms; Prefix over-

### Fluency:

- Rate; Stress; Expression; Phrasing; Punctuation; Intonation

### Speaking and listening:

- Listen Critically; Listen to Make Connections; Respond to Questions; Compare and Contrast Media Messages

## **Unit 5:**

### Comprehension Skills and Strategies:

- Target Skills: Skill: Main Idea and Details; Understanding Characters; Conclusions; Cause and Effect; Sequence of Events
- Target Strategies: Infer/Predict; Question; Summarize; Visualize; Monitor/Clarify

### Writing:

- Problem-Solution Paragraph, Focus Trait: Word Choice; Compare and Contrast Paragraphs, Focus Trait: Organization; Informational Paragraph Explanation, Focus Trait: Word Choice; Prewrite a Research Report, Focus Trait: Ideas; Draft, Revise, and Publish a Research Report, Focus Trait: Voice

### Phonics:

- Words with er; Words with ir, ur; Homophones; Base Words and Endings er, est; Suffixes, -y, -ly, -ful; Final stable Syllables –tion, -ture; Prefixes re-, un-, over-, pre-, mis-; Silent Consonants; Words with au, aw, ai, o, u

### Grammar:

- What is an Adjective? Using adjectives; Irregular Verbs; Irregular Action Verbs; More Irregular Action Verbs

### Vocabulary:

- Dictionary Entry; Figurative Language/Idioms; Multiple-Meaning Words; Antonyms; Using Context

### Fluency:

- Phrasing: Natural Pauses; Accuracy: Self-correct; Rate: Adjust Rate to Purpose; Expression; Phrasing: Punctuation

### Speaking and listening:

- Organizing Ideas for Speech; Explain a Process; Give a Speech; Present a Report

## **Unit 6:**

### Comprehension Skills and Strategies:

- Target Skills: Story Structure; Fact and Opinion; Text and Graphic Features; Understanding Characters; Compare and Contrast
- Target Strategies: Infer/Predict; Question; Analyze/Evaluate; Summarize; Visualize

### Writing:

- Poem, Focus Trait: Word Choice; Opinion Paragraph, Focus Trait: Word Choice; Response Paragraph, Focus Trait: Ideas; Prewrite a Response Essay, Focus Trait: Ideas; Draft, Revise, and Publish a Response Essay, Focus Trait: Word Choice

### Phonics:

- Words with oo, ew, ue, ou; Words with oo (Book); Possessive Nouns; Vowel Diphthongs ow, ou; Longer Words with Long Vowels a, i; Vowel Diphthongs oi, oy; Longer Words with Long Vowels o, e; Final Stable Syllable -le

### Grammar:

- Contractions; What is an Adverb? Possessive Nouns; Possessive Pronouns; What is a Preposition?

### Vocabulary:

- Multiple Meaning Words; Synonyms; Classify/Categorize; Antonyms; Dictionary

### Fluency:

- Accuracy: Connected Text; Intonation; Phrasing: Natural Pauses; Expression; Rate: Adjust Rate to Purpose

### Speaking and listening:

- Listen and Respond; Holding a Literature Discussion; Retell Stories; Brainstorm Problem and Solution

## **Mission Statement**

The Great Meadows Regional School District will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the New Jersey Student Learning Standards (NJSLS) at all grade levels.

## **Stage 1: Desired Results**

Unit: 1

Topic: Caring for people and pets

Content Standards:

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.

RL.2.3 – Describe how characters in a story respond to major events and challenges using key details.

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 illustration 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.

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.

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.2.10 – Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.

RF.2.3 – Know and apply grade level phonics and word analysis skills in decoding words.

RF.2.3.B - Decode regularly spelled two-syllable words with long vowels.

RF.2.3.F – Recognize and read grade-appropriate irregularly spelled words.

W.2.3 – Write narratives in which they recount a well-elaborated event or short sequence of event, 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.

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.

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.

SL.2.1.A – Follow agreed-upon norms for discussion.

SL.2.1.B – Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.2.1.C – 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 – Provide complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.A – Use collective nouns

L.2.1.B – Form and use frequently occurring irregular plural nouns

L.2.1.C – Use reflexive pronouns

L.2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.A – Capitalize holidays, product names, and geographic names.

L.2.2.E – Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling.

L.2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.A – Compare formal and informal uses of English.

L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, using flexibly from an array of strategies.

L.2.4.A – Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.D – Use knowledge of the meaning of individual words to predict the meaning of compound words.

L.2.4.E – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 – Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.A – Identify real-life connections between words and their use.

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.

### Essential Questions

1. How do you know what a story is mostly about?
2. What clues in the story tell you about the characters?

### Enduring Understandings

The learner will:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.
3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
4. Fluent readers group words quickly to help them gain meaning from what they read.
5. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
6. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

7. Researchers gather and critique information from different sources for specific purposes.

### Knowledge and Skills

Upon the completion of the unit, students will:

- demonstrate an understanding of sequence of events and describe the parts of a story (beginning, middle and end).
- compare and contrast key details to demonstrate an understanding of story elements.
- determine the text's main purpose according to what the author wants the reader to know.
- utilize information from illustrations, pictures and words to explain how they provide a clearer understanding of character, setting, and plot.
- identify text features (e.g., subheadings, glossaries, bold print, etc.) that help find important information about the story.
- demonstrate good reading habits using appropriate rate, expression and self-correction strategies when reading various types of texts aloud.
- utilize strategies for decoding two-syllable words in texts.
- participate in a variety of grade-appropriate, collaborative, rich, structured conversations and connect comments to build on the remarks of others.
- write a personal narrative story using simple sentence structure to describe the order of events.
- show an understanding of newly acquired vocabulary gathered from reading and discussions.
- identify nouns used when reading, writing or speaking.

### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

#### Benchmarks

Unit benchmark tests prepare students for the common core state standards through the comprehensive assessments including the use of ongoing reading of complex texts, and completing performance tasks. Students will show an understanding of learning objectives and expectations by:

- completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.

- produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author’s purpose.
- reading aloud using good reading habits and strategies to decode words.
- partnering with buddies to share thoughts and opinions, and share conclusions with whole group.
- producing a personal narrative story and share with class.
- define vocabulary and nouns in story selections.

### Assessment Methods

Ongoing assessments include:

- cold reads with increasingly difficult passages with comprehension questions
- periodic assessments using Grab-and-Go materials with target vocabulary, vocabulary strategies, comprehension, decoding, and grammar
- diagnostic assessments to monitor progress in key skills and identify focused instruction to meet students’ needs
- DRA (Developmental Reading Assessment)
- daily proofreading practice
- teacher developed assessments for students to show what they know
- teacher observation

### **Stage 3: Learning Plan**

Students are engaged using differentiation and 21<sup>st</sup> century skills and technology including guided reading, small group instruction, literacy centers, listening centers, and Google Chromebooks. Teacher will engage students with the following:

- ❖ Introduction of procedures and expectations
- ❖ Model a writing piece and have students give suggestions to make improvements as well as positive comments
- ❖ Provide students with samples of suggestions and/or praise for peer work
- ❖ Provide students with handouts and examples pertaining to the focused skill
- ❖ Create an anchor chart defining elements of the learning objective
- ❖ Introduce a variety of graphic organizers and charts
- ❖ Ask students how they should engage with their peers
- ❖ Provide practice using specific grammar usage

- ❖ Brainstorm and discuss as a class
- ❖ Develop and create Language Arts and Readers Notebooks
- ❖ Practice and implement new skills covered in unit
- ❖ Frequent conferencing with individual students

### **Time Allotment**

Time allotted for each unit is approximately 30 days in length.

### **Resources**

Journeys Think Central Dashboard materials including:

- Anchor text
- Informational text
- Decodable leveled readers
- ELL readers
- Reader's notebook
- Vocabulary in context cards
- Sound/spelling cards
- Guided retelling cards
- Focus wall chart
- Assessment tools

In addition, program and websites including Top Reader's Club, Reading A-Z, Lexia, Smartboard Smart Exchange, Writers Workshop, BrainPop, Scholastic Online resources, and Bookflix.

## **Stage 1: Desired Results**

Unit: 2

Topic: Life Science

Content Standards

RL.2.3

RL.2.5

RL.2.6 – Identify the main purpose of the text including what the author wants to answer, explain or describe.

RL.2.7

RL.2.10

RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5

RI.2.6

RI.2.7

RI.2.10

RF.2.3

RF.2.4 – Read with sufficient accuracy and fluency to support comprehension

RF.2.4A – Read grade level text with purpose

RF.2.4C – Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

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.2.5

W.2.6

W.2.7 – Participate in shared research and writing projects.

SL. 2.1

SL. 2.1.A

SL. 2.1.B

SL. 2.1.C

SL. 2.4 – Tell a story or reconnect an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

SL.2.5 – Use multimedia; add drawings or other visual displays to stories or reconnects of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1

L.2.1.A

L.2.1.E – Use adjectives and adverbs and choose between them depending on what is to be modified.

L.2.1.F – Produce, expand and rearrange complete, simple and compound sentences.

L.2.2

L.2.2.A

L.2.2.C – Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D – Generalize learned spelling patterns when writing words.

L.2.2.E

L.2.3

L.2.3.A

L.2.4

L.2.4.A – Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.B – Determine the meaning of the new word formed when a known prefix is added to a known word.

L.2.4.D

L.2.4.E

L.2.5

L.2.5.B – Distinguish shades of meaning among closely related verbs.

L.2.6

### Essential Questions

1. How do you know what a story is mostly about?
2. How can chapter headings help you?

### Enduring Understandings

The learner will:

- Recognize the impact nature can have on our environment.
- Communicate how individuals, plants and animals interact with nature.
- Delineate the detail in an informational text to support an understanding of nature and its relationship with living things.
- Conclude that nature effects individuals, plants and animals in our changing world.
- Observe the patterns of weather and predict and report the possible outcomes

### Knowledge and Skills

Upon the completion of the unit, Students will:

- utilize textual evidence to support thinking when asking and answering general questions.
- identify how different historical events, scientific ideas, or “how to” procedures link together in a text.
- analyze how words and phrases provide meaning to a poem, story or song.
- explain how illustrations, diagrams or images clarify the text.
- determine the text’s main purpose according to what the author wants the reader to know.

- read various types of texts proficiently, independently, and closely within the leveled readers.
- pronounce and spell words with vowel teams.
- gather facts, choose best facts to use, and present facts in a clear sequence and incorporate definitions.
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### **Benchmarks**

Unit benchmark tests prepare students for the state standards through the comprehensive assessments including the use of ongoing reading of complex texts, and completing performance tasks. Students will show an understanding of learning objectives and expectations by:

- completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.
- produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- reading aloud using good reading habits and strategies to decode words.
- partnering with buddies to share thoughts and opinions, and share conclusions with whole group.
- producing a personal narrative story and share with class.
- define vocabulary and nouns in story selections.

### **Assessment Methods**

Ongoing assessments include:

- cold reads with increasingly difficult passages with comprehension questions
- periodic assessments using Grab-and-Go materials with target vocabulary, vocabulary strategies, comprehension, decoding, and grammar
- diagnostic assessments to monitor progress in key skills and identify focused instruction to meet students' needs
- DRA (Developmental Reading Assessment)
- daily proofreading practice

- teacher developed assessments for students to show what they know
- teacher observation

### **Stage 3: Learning Plan**

Students are engaged using differentiation and 21<sup>st</sup> century skills and technology including guided reading, small group instruction, literacy centers, listening centers, and Google Chromebooks. Teacher will engage students with the following:

- ❖ Introduction of procedures and expectations
- ❖ Model a writing piece and have students give suggestions to make improvements as well as positive comments
- ❖ Provide students with samples of suggestions and/or praise for peer work
- ❖ Provide students with handouts and examples pertaining to the focused skill
- ❖ Create an anchor chart defining elements of the learning objective
- ❖ Introduce a variety of graphic organizers and charts
- ❖ Ask students how they should engage with their peers
- ❖ Provide practice using specific grammar usage
- ❖ Brainstorm and discuss as a class
- ❖ Develop and create Language Arts and Readers Notebooks
- ❖ Practice and implement new skills covered in unit
- ❖ Frequent conferencing with individual students

### **Time Allotment**

Time allotted for each unit is approximately 30 days in length.

### **Resources**

Journeys Think Central Dashboard materials including:

- Anchor text
- Informational text
- Decodable leveled readers
- ELL readers
- Reader's notebook
- Vocabulary in context cards
- Sound/spelling cards
- Guided retelling cards
- Focus wall chart

- Assessment tools

In addition, program and websites including Top Reader's Club, Reading A-Z, Lexia, Smartboard Smart Exchange, Writers Workshop, BrainPop, Scholastic Online resources, and Bookflix.

## **Stage 1: Desired Results**

Unit: 3

Topic: Communication

Content Standards:

RL.2.9 – Compare and contrast two or more of the same story by different authors or from different cultures.

RL.2.10

RI.2.8 – Describe and identify the logical connections on 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

RF.2.3

RF.2.3.A – Know spelling sound correspondences for common vowel teams.

RF.2.3.C – Decode words with common prefixes and suffixes.

RF.2.3.E – Recognize and read grade-appropriate irregularly spelled words.

RF.2.4

RF.2.4A

RF.2.4.B – Read grade level text orally with accuracy, appropriate rate, and expression on successive reading.

RF.2.4C

W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons which support the opinion, use linking words to connect opinion and reasons, and provide a conclusion.

W.2.2

W.2.5

W.2.6

W.2.7

W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1

SL.2.1.A

SL.2.1.B

SL.2.1.C

SL.2.3

SL.2.5

SL.2.6

L.2.1

L.2.1.B

L.2.1.C

L.2.1.D – Form and use the past tense of frequently occurring irregular verbs.

L.2.1.E

L.2.1.F

L.2.2

L.2.2.B – Use commas in greetings and closings of letters.

L.2.2.C

L.2.2.D

L.2.2.E

L.2.3

L.2.3.A

L.2.4

L.2.4.B

L.2.4.C – Use a known root word as a clue to the meaning of unknown words with the same root.

L.2.4.E

L.2.5

L.2.5.B

L.2.6

### Essential Questions:

1. What might cause a story character to change?
2. Why do authors write different kinds of texts?

### Enduring Understandings

The learner will:

- Create questions about an important idea within the text.
- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- Retell chronological or sequential text details in the appropriate order.
- Identify similarities and differences in characters in a story
- Determine how characters think and feel about the events in a story.
- Read various types of texts proficiently, independently, and closely within the leveled readers.
- Choose descriptive words that match thinking, feeling and actions.
- Pronounce and spell words with long vowels.
- Consider the character voice when reading aloud.
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- Utilize conferences to reflect on writing.

- Make purposeful language choices to communicate in an effective way.
- Demonstrate command of the conventions of Standard English using apostrophes for contractions and possession when writing.
- Expand and rearrange complete, simple and compound sentences when writing and speaking.

### Knowledge and Skills

Upon the completion of the unit, Students will:

- Create questions about an important idea within the text.
- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- Retell chronological or sequential text details in the appropriate order.
- Identify similarities and differences in characters in a story
- determine how characters think and feel about the events in a story.
- read various types of texts proficiently, independently, and closely within the leveled readers.
- Choose descriptive words that match thinking, feeling and actions.
- pronounce and spell words with long vowels.
- Consider the character voice when reading aloud.
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- Utilize conferences to reflect on writing.
- Make purposeful language choices to communicate in an effective way.
- Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing.
- Expand and rearrange complete, simple and compound sentences when writing and speaking.

### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

#### Benchmarks

Unit benchmark tests prepare students for the state standards through the comprehensive assessments including the use of ongoing reading of complex texts, and completing performance tasks. Students will show an understanding of learning objectives and expectations by:

- completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.
- produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- reading aloud using good reading habits and strategies to decode words.
- partnering with buddies to share thoughts and opinions, and share conclusions with whole group.
- producing a persuasive story and share with class.
- define vocabulary in story selections.
- Match cause to the associated effect, and illustrate the effect of a cause.

### Assessment Methods

Ongoing assessments include:

- cold reads with increasingly difficult passages with comprehension questions
- periodic assessments using Grab-and-Go materials with target vocabulary, vocabulary strategies, comprehension, decoding, and grammar
- diagnostic assessments to monitor progress in key skills and identify focused instruction to meet students' needs
- DRA (Developmental Reading Assessment)
- daily proofreading practice
- teacher developed assessments for students to show what they know
- teacher observation

### **Stage 3: Learning Plan**

Students are engaged using differentiation and 21<sup>st</sup> century skills and technology including guided reading, small group instruction, literacy centers, listening centers, and Google Chromebooks. Teacher will engage students with the following:

- ❖ Introduction of procedures and expectations
- ❖ Model a writing piece and have students give suggestions to make improvements as well as positive comments
- ❖ Provide students with samples of suggestions and/or praise for peer work
- ❖ Provide students with handouts and examples pertaining to the focused skill

- ❖ Create an anchor chart defining elements of the learning objective
- ❖ Introduce a variety of graphic organizers and charts
- ❖ Ask students how they should engage with their peers
- ❖ Provide practice using specific grammar usage
- ❖ Brainstorm and discuss as a class
- ❖ Develop and create Language Arts and Readers Notebooks
- ❖ Practice and implement new skills covered in unit
- ❖ Frequent conferencing with individual students

### **Time Allotment**

Time allotted for each unit is approximately 30 days in length.

### **Resources**

Journeys Think Central Dashboard materials including:

- Anchor text
- Informational text
- Decodable leveled readers
- ELL readers
- Reader's notebook
- Vocabulary in context cards
- Sound/spelling cards
- Guided retelling cards
- Focus wall chart
- Assessment tools

In addition, program and websites including Top Reader's Club, Reading A-Z, Lexia, Smartboard Smart Exchange, Writers Workshop, BrainPop, Scholastic Online resources, and Bookflix.

## **Stage 1: Desired Results**

### Unit 4

#### Topic: Exemplary Citizenship

#### Content Standards:

RL.2.1

RL.2.2

RL.2.4

RL.2.6

RL.2.9

RL.2.10

RI.2.1

RI.2.2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 – Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4

RI.2.7

RI.2.8

RI.2.9

RI.2.10

RF.2.3

RF.2.3.A

RF.2.3.C

RF.2.3.D – Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.E

RF.2.4

RF.2.4A

RF.2.4B

RF.2.4C

W.2.1

W.2.3

W.2.5

W.2.6

W.2.7

W.2.8

SL.2.1

SL.2.1.A

SL.2.1.B

SL.2.1.C

SL.2.2

SL.2.3

SL.2.5

L.2.1

L.2.1.B

L.2.1.D

L.2.1.E

L.2.1.F

L.2.2

L.2.2.B

L.2.2.D

L.2.2.E

L.2.3

L.2.3.A

L.2.4

L.2.4.A

L.2.4.B

L.2.4.C

L.2.4.E

L.2.5

L.2.5.A

L.2.5.B

L.2.6

### Essential Questions:

1. What words show the order of events in a story?
2. When might a character need help solving a problem?

### Enduring Understandings

The learner will:

- Recognize the importance of never giving up.
- Explain the personal satisfaction one receives in helping others.
- Conclude that reading and writing are important.
- Discover that citizens follow signs in order to make good choices.
- Explain what makes someone a hero.

### Knowledge and Skills

Upon the completion of the unit, Students will:

- Determine what lesson the story is teaching.
- Identify what parts of a poem rhyme and show the beat.

- Identify text details, events, or ideas that are chronological or sequential.
- determine how characters think and feel about the events in a story.
- Identify similarities and difference in events in different stories on similar topics.
- Choose descriptive words that match thinking, feeling and actions.
- Identify common spelling patterns.
- Use appropriate intonation when reading aloud.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences.
- Utilize linking words when writing.
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### **Benchmarks**

Unit benchmark tests prepare students for the common core state standards through the comprehensive assessments including the use of ongoing reading of complex texts, and completing performance tasks. Students will show an understanding of learning objectives and expectations by:

- completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.
- produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- reading aloud using good reading habits and strategies to decode words.
- partnering with buddies to share thoughts and opinions, and share conclusions with whole group.
- producing a narrative story in a proper sequence and share with class.
- define vocabulary in story selections.
- Predicting the outcome and use inferencing skills to develop the story structure
- Utilize dialogue for character interaction.

### **Assessment Methods**

Ongoing assessments include:

- cold reads with increasingly difficult passages with comprehension questions

- periodic assessments using Grab-and-Go materials with target vocabulary, vocabulary strategies, comprehension, decoding, and grammar
- diagnostic assessments to monitor progress in key skills and identify focused instruction to meet students' needs
- DRA (Developmental Reading Assessment)
- daily proofreading practice
- teacher developed assessments for students to show what they know
- teacher observation

### **Stage 3: Learning Plan**

Students are engaged using differentiation and 21<sup>st</sup> century skills and technology including guided reading, small group instruction, literacy centers, listening centers, and Google Chromebooks. Teacher will engage students with the following:

- ❖ Introduction of procedures and expectations
- ❖ Model a writing piece and have students give suggestions to make improvements as well as positive comments
- ❖ Provide students with samples of suggestions and/or praise for peer work
- ❖ Provide students with handouts and examples pertaining to the focused skill
- ❖ Create an anchor chart defining elements of the learning objective
- ❖ Introduce a variety of graphic organizers and charts
- ❖ Ask students how they should engage with their peers
- ❖ Provide practice using specific grammar usage
- ❖ Brainstorm and discuss as a class
- ❖ Develop and create Language Arts and Readers Notebooks
- ❖ Practice and implement new skills covered in unit
- ❖ Frequent conferencing with individual students

### **Time Allotment**

Time allotted for each unit is approximately 30 days in length.

### **Resources**

Journeys Think Central Dashboard materials including:

- Anchor text
- Informational text
- Decodable leveled readers

- ELL readers
- Reader's notebook
- Vocabulary in context cards
- Sound/spelling cards
- Guided retelling cards
- Focus wall chart
- Assessment tools

In addition, program and websites including Top Reader's Club, Reading A-Z, Lexia, Smartboard Smart Exchange, Writers Workshop, BrainPop, Scholastic Online resources, and Bookflix.

## **Stage 1: Desired Results**

### Unit 5

#### Topic: Understanding and Identifying Characteristics and Traits of Others

#### Content Standards

RL.2.1

RL.2.2 – Recount stories and determine their message, lesson and moral.

RL.2.3

RL.2.4 – Describe how words and phrases supply rhythm and meaning.

RL.2.6 – Acknowledge differences in points of view of characters.

RL.2.7

RL.2.9 – Compare and contrast versions of the same story.

RL.2.10

RI.2.1

RI.2.2 – Identify the main topic of a multi-paragraph text and the focus of specific paragraphs.

RI.2.3 - Describe the connection between a series of historical events/scientific ideas/steps in technological procedures.

RI.2.5

RI.2.6

RI.2.7

RI.2.9 – Compare and contrast points presented by two texts on the same topic.

RI.2.10

RF.2.3

RF.2.3.D – Decode words with prefixes and suffixes.

RF.2.3.E – Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.F

RF.2.4

RF.2.4A

RF.2.4B - Read on-level text orally with accuracy, appropriate rate and expression.

RF.2.4C

W.2.1 – Write opinion pieces.

W.2.2 - Write informative/explanatory texts.

W.2.5

W.2.6

W.2.7

W.2.8 – Recall experiences from experiences or gather information to answer a question.

SL.2.1

SL.2.1.A

SL.2.1.B

SL.2.1.C

SL.2.2

SL.2.3

SL.2.4

SL.2.5

SL.2.6

L.2.1

L.2.1.C

L.2.1.D – Form and use the past tense of frequently used verbs.

L.2.1.E – Use adjectives and adverbs, and choose between them.

L.2.1.F – Produce, expand, rearrange complete simple and compound sentences.

L.2.2

L.2.2.D - Generalize learned spelling patterns when writing.

L.2.4

L.2.4.A

L.2.4.C – Use a known root word as a clue to meaning of an unknown word with the same meaning.

L.2.4.D

L.2.4.E

L.2.5

L.2.5.A

L.2.5.B – Distinguish shades of meaning among verbs and adjectives.

L.2.6

### Essential Questions

1. What can you learn from a character's words and actions?
2. How can one event in a story cause another one to happen?

### Enduring Understandings

The Student learners will:

- Tell which facts are important in a story.
- Describe what is learned from a character's words and actions.
- Determine what helps you make a decision about a character.
- Show how one event in a story causes another to happen.
- Identify the sequence of events in a story.

## Knowledge and Skills

Upon the completion of the unit, Students will:

- Ask and answer questions to demonstrate understanding of key details
- Recount stories and determine their message, lesson or moral
- Compare and contrast character similarities and differences
- Make a connection to a real-life experience
- Identify how to use text features to find information about what is being read
- Explain how illustrations, diagrams or images clarify the text
- Describe why a character has a different point of view in a story.
- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Decode words with prefixes and suffixes
- Form common irregular verbs
- Gather facts, choose best facts to use, and present facts in a clear sequence
- Classify adverbs and adjectives in a sentence

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### Benchmarks

Unit benchmark tests prepare students for the common core state standards through the comprehensive assessments including the use of ongoing reading of complex texts, and completing performance tasks. Students will show an understanding of learning objectives and expectations by:

- completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.
- produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.

- answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author’s purpose.
- reading aloud using good reading habits and strategies to decode words.
- partnering with buddies to share thoughts and opinions, and share conclusions with whole group.
- producing an informative explanatory story and share with class.
- define vocabulary in story selections.
- demonstrating the proper use of adjective and adverbs in simple sentences
- using verbs in the past tense as regular or irregular

### Assessment Methods

Ongoing assessments include:

- cold reads with increasingly difficult passages with comprehension questions
- periodic assessments using Grab-and-Go materials with target vocabulary, vocabulary strategies, comprehension, decoding, and grammar
- diagnostic assessments to monitor progress in key skills and identify focused instruction to meet students’ needs
- DRA (Developmental Reading Assessment)
- daily proofreading practice
- teacher developed assessments for students to show what they know
- teacher observation

### Stage 3: Learning Plan

Students are engaged using differentiation and 21<sup>st</sup> century skills and technology including guided reading, small group instruction, literacy centers, listening centers, and Google Chromebooks. Teacher will engage students with the following:

- ❖ Introduction of procedures and expectations
- ❖ Model a writing piece and have students give suggestions to make improvements as well as positive comments
- ❖ Provide students with samples of suggestions and/or praise for peer work
- ❖ Provide students with handouts and examples pertaining to the focused skill
- ❖ Create an anchor chart defining elements of the learning objective

- ❖ Introduce a variety of graphic organizers and charts
- ❖ Ask students how they should engage with their peers
- ❖ Provide practice using specific grammar usage
- ❖ Brainstorm and discuss as a class
- ❖ Develop and create Language Arts and Readers Notebooks
- ❖ Practice and implement new skills covered in unit
- ❖ Frequent conferencing with individual students

### **Time Allotment**

Time allotted for each unit is approximately 30 days in length.

### **Resources**

Journeys Think Central Dashboard materials including:

- Anchor text
- Informational text
- Decodable leveled readers
- ELL readers
- Reader's notebook
- Vocabulary in context cards
- Sound/spelling cards
- Guided retelling cards
- Focus wall chart
- Assessment tools

In addition, program and websites including Top Reader's Club, Reading A-Z, Lexia, Smartboard Smart Exchange, Writers Workshop, BrainPop, Scholastic Online resources, and Bookflix.

## **Stage 1: Desired Results**

### Unit 6

### Topic: Connecting Information From the Present and the Past

### Content Standards

RL.2.1

RL.2.2

RL.2.3

RL.2.5 – Describe the overall structure of a story.

RL.2.6

RL.2.7

RL.2.9

RL.2.10

RI.2.1

RI.2.3

RI.2.4 – Determine the meaning of words and phrases in a text.

RI.2.6

RI.2.7

RI.2.8 – Describe how reasons support points the author makes.

RI.2.10

RF.2.3

RF.2.3A

RF.2.3B

RF.2.3C

RF.2.3.D

RF.2.3.E

RF.2.3.F

RF.2.4

RF.2.4A

RF.2.4B

RF.2.4C

W.2.1

W.2.2

W.2.5

W.2.6

W.2.7

W.2.8

SL.2.1

SL.2.1.A

SL.2.1.B

SL.2.1.C

SL.2.2

SL.2.3

SL.2.4

SL.2.5

SL.2.6

L.2.1

L.2.1.D

L.2.1.E

L.2.1.F

L.2.2

L.2.2.C – Use apostrophes to form contractions and possessives.

L.2.2.D

L.2.3.A – Compare formal and informal uses of English.

L.2.4

L.2.4.A

L.2.4.C

L.2.4.E

L.2.5

L.2.5.A

L.2.6

### Essential Questions

1. Why is it helpful to know the setting of a story?
2. How do you know if something is fact or an opinion?

### Enduring Understandings

The learner will:

- Identify the setting of a story.
- Utilize headings and captions in text to gather information.
- Understand a story character's traits by uncovering clues woven throughout the text.
- Compare and contrast two versions of the same story.
- Differentiate between a fact and an opinion.

### Knowledge and Skills

Upon the completion of the unit, Students will:

- Ask and answer questions to demonstrate understanding of key details
- Describe the connection between scientific events and ideas

- Analyze and outline the key events in a story
- Distinguish story structure (plot, events, outcome)
- Determine the main purpose of a text
- Make a connection to a real-life experience
- Identify how images can clarify text
- Participate in shared research on writing topics
- Retell stories and determine the central message found in fairy tales
- Identify how different historical events, and scientific ideas link together in a text
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Decode words with prefixes and suffixes
- Differentiate between long and short vowels
- Identify adjectives and adverbs in writing
- Identify vowel diphthongs
- Correctly form possessive pronouns
- Form a contraction from the appropriate base words

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### **Benchmarks**

Unit benchmark tests prepare students for the common core state standards through the comprehensive assessments including the use of ongoing reading of complex texts, and completing performance tasks. Students will show an understanding of learning objectives and expectations by:

- completing a graphic organizer with words and illustrations identifying the plot, character, setting and outcome of a story.
- produce a Venn diagram to compare and contrast key details to demonstrate an understanding of long ago and the present.
- construct a research project.
- reading aloud using good reading habits and strategies to decode words.
- partnering with buddies to share thoughts and opinions, and share conclusions with whole group.
- producing an opinion writing using experiences to justify position.
- define vocabulary in story selections.
- use glossary and dictionaries to determine word meanings and phrases.

- recount information from the text to predict the conclusion of a story.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Ongoing assessments include:

- cold reads with increasingly difficult passages with comprehension questions
- periodic assessments using Grab-and-Go materials with target vocabulary, vocabulary strategies, comprehension, decoding, and grammar
- diagnostic assessments to monitor progress in key skills and identify focused instruction to meet students' needs
- DRA (Developmental Reading Assessment)
- daily proofreading practice
- teacher developed assessments for students to show what they know
- teacher observation

### **Stage 3: Learning Plan**

Students are engaged using differentiation and 21<sup>st</sup> century skills and technology including guided reading, small group instruction, literacy centers, listening centers, and Google Chromebooks. Teacher will engage students with the following:

- ❖ Introduction of procedures and expectations
- ❖ Model a writing piece and have students give suggestions to make improvements as well as positive comments
- ❖ Provide students with samples of suggestions and/or praise for peer work
- ❖ Provide students with handouts and examples pertaining to the focused skill
- ❖ Create an anchor chart defining elements of the learning objective
- ❖ Introduce a variety of graphic organizers and charts
- ❖ Ask students how they should engage with their peers
- ❖ Provide practice using specific grammar usage
- ❖ Brainstorm and discuss as a class
- ❖ Develop and create Language Arts and Readers Notebooks
- ❖ Practice and implement new skills covered in unit
- ❖ Frequent conferencing with individual students

## **Time Allotment**

Time allotted for each unit is approximately 30 days in length.

## **Resources**

Journeys Think Central Dashboard materials including:

- Anchor text
- Informational text
- Decodable leveled readers
- ELL readers
- Reader's notebook
- Vocabulary in context cards
- Sound/spelling cards
- Guided retelling cards
- Focus wall chart
- Assessment tools

In addition, program and websites including Top Reader's Club, Reading A-Z, Lexia, Smartboard Smart Exchange, Writers Workshop, BrainPop, Scholastic Online resources, and Bookflix.

## **New Jersey Student Learning Standards**

<http://www.state.nj.us/education/cccs/>

### **Integration of 21<sup>st</sup> Century Theme(s)**

The following websites are sources for the following 21<sup>st</sup> Century Themes and Skills: <http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

### **21st Century Interdisciplinary Themes (into core subjects)**

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

### **Learning and Innovation Skills**

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

### **Information, Media and Technology Skills**

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

### **Life and Career Skills**

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

### **Integration of Digital Tools**

- **Classroom computers/laptops**
- **Technology Lab**
- **FM system**
- **Other software programs**



