

**English Language Arts
Grade 2**

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School



**Course Name: ELA
Grade: 2**

Board Approved: DATE OF BOARD APPROVAL

*All curriculum is aligned with the NJSLs in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**English Language Arts
Grade 2**

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3B,E RL.2.3 RI.2.5 RF.2.4A,B,C RL.2.5 RI.2.6 RL.2.7 RI.2.7 RL.2.10 RI.2.10	Primary Focus Standards: W.2.3 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus Standards: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6
	Text Type: <ul style="list-style-type: none"> ● Literary ● Informational 	Writing Focus: <ul style="list-style-type: none"> ● Narrative writing ● Routine writing 	Task type: <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Unit 2	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,B,D RL.2.3 RI.2.3 RF.2.4A,B,C RL.2.4 RI.2.4 RL.2.5 RI.2.5 RL.2.7 RI.2.6 RL.2.10 RI.2.7 RI.2.10	Primary Focus Standards: W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E L.2.5B L.2.6

**English Language Arts
Grade 2**

	<p>Text Type:</p> <ul style="list-style-type: none"> ● Literary ● Informational 	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Informative/explanatory writing ● Shared research writing ● Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 3</u>	<p>Primary Focus Standards:</p> <p>RL.2.1 RI.2.1 RF.2.3A,C,E</p> <p>RL.2.2 RI.2.2 RF.2.4A,B,C</p> <p>RL.2.4 RI.2.3</p> <p>RL.2.6 RI.2.4</p> <p>RL.2.9 RI.2.8</p> <p>RL.2.10 RI.2.9</p> <p style="padding-left: 40px;">RI.2.10</p>	<p>Primary Focus Standards:</p> <p>W.2.1</p> <p>W.2.2</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.3</p> <p>SL.2.5</p> <p>SL.2.6</p>	<p>Primary Focus Standards:</p> <p>L.2.1B,C,D,E,F</p> <p>L.2.2B,C,D,E</p> <p>L.2.3A</p> <p>L.2.4B,C,E</p> <p>L.2.5B</p> <p>L.2.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> ● Literary ● Informational 	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Opinion writing ● Informative/explanatory writing ● Shared research writing ● Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking

**English Language Arts
Grade 2**

<p>Unit 4</p>	<p>Primary Focus Standards:</p> <p>RL.2.1 RI.2.1 RF.2.3A,C,D,E</p> <p>RL.2.2 RI.2.2 RF.2.4A,B,C</p> <p>RL.2.4 RI.2.3</p> <p>RL.2.6 RI.2.4</p> <p>RL.2.9 RI.2.8</p> <p>RL.2.10 RI.2.9</p> <p style="padding-left: 40px;">RI.2.10</p>	<p>Primary Focus Standards:</p> <p>W.2.1</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.2,</p> <p>SL.2.3</p> <p>SL.2.5</p>	<p>Primary Focus Standards:</p> <p>L.2.1B,D,E,F</p> <p>L.2.2B,D,E</p> <p>L.2.3A</p> <p>L.2.4A,B,C,E</p> <p>L.2.5A,B</p> <p>L.2.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> ● Literary ● Informational 	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Opinion writing ● Narrative writing ● Shared research writing pieces ● Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<p>Suggested Open Education Resources</p>	<p>Reading</p> <ul style="list-style-type: none"> ● 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.com/Product/Guided-Reading-Prompt-Cards-123684 	<p>Writing & Language</p> <ul style="list-style-type: none"> ● 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 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> ● http:// readingandwritingproject.org/ ● www.lindahoyt.com/tips.html 	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● http:// readingandwritingproject.org/ ● http://kylenebeers.com/blog/feed ● www.lindahoyt.com/tips.html ● www.seymoursimon.com/index.php/blog

**English Language Arts
Grade 2**

Unit 1 Grade 2		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Create questions about an important idea within the text (using who, what, where, when, why, and/or how) ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions
RL.2.3. Describe how characters in a story respond to major events and challenges using key details .		<ul style="list-style-type: none"> ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Analyze their reactions to story events ● Identify how the characters solve the problem
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 .	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.	<p>RL.2.5:</p> <ul style="list-style-type: none"> ● 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 <p>RI.2.5:</p> <ul style="list-style-type: none"> ● Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information ● Identify which text features help you find important information about what you’re reading ● Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> ● Determine the text’s main purpose according to what the author wants the reader to know

English Language Arts Grade 2

<p>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.</p>	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RL.2.7:</p> <ul style="list-style-type: none"> ● 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 <p>RI.2.7:</p> <ul style="list-style-type: none"> ● Utilize information from illustrations, diagrams or images from informational text. ● Explain how illustrations, diagrams or images clarify the text
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p>		<ul style="list-style-type: none"> ● Utilize strategies for decoding two-syllable words in texts ● Utilize strategies for decoding irregularly-spelled words in texts
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● 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
<p>Unit 1 Writing Standards</p>	<p>Unit 1 Writing Critical Knowledge and Skills</p>	

English Language Arts Grade 2

<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Include an introduction statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● End with a closing statement
<p>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.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● 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
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Demonstrate careful listening in order to describe or recount what is heard ● Describe key ideas or details from a text or presentation when presented orally
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>

English Language Arts Grade 2

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 20px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 20px;">L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> ● Define and identify collective nouns in sentences ● Use collective nouns in student writing pieces ● Identify irregular plural nouns used when reading, writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns ● Identify reflexive pronouns when reading, writing or speaking ● Classify pronouns as reflexive ● Accurately use reflexive pronouns when reading, writing or speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 20px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization when writing ● Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>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.</p> <p style="padding-left: 20px;">L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● 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 reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings ● Identify the connections of words to real-life experiences

**English Language Arts
Grade 2**

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).

- 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

Unit 1

Precursor to Unit 1: Launching the Readers and Writers Workshop

Learning Goals

Reading:

Students will understand and be able to.....

- *Reader's Workshop, classroom library, mini lesson routines and formats*
- *Build reading stamina by reading independently for longer periods of time.*
- *Talk about their reading.*
- *Choose "just right" books.*
- *Identify high frequency words.*
- *Explain how to figure out a tricky word using decoding strategies.*
- *Identify comprehension strategies used to help the reader understand what they read*
- *Explain the various characteristics of genres*

Suggested Activities

Reading:

- *Teach and model Reader's Workshop routines and procedures*
 - *How to find a reading spot*
 - *What "read-to-self" looks like*
 - *How to clean up*
- *Demonstrate how to use the classroom library and book boxes. Readers will become familiar with books in the classroom library and the categories as they belong*
- *Build reading stamina by reading independently for longer periods of time*
- *Reader's will review how to select just right books and learn to care for and handle books.*
- ** create anchor chart of strategies for Selecting just right books*
- ** share if the book they choose was Just Right-how do you know?*

**English Language Arts
Grade 2**

<p>Writing (Launching Writer’s Workshop) and Language Students will understand and be able to...</p> <ul style="list-style-type: none"> • Understand the Writer’s workshop routines • Write with time order words • Capitalize the beginning of a sentence • Use correct punctuation in a sentence(Period, Question Mark, Exclamation Point) • Use commas in a letter and after introductory phrase or clause • Identify a complete sentence vs. fragment • Include an introductory and closing sentence • Write simple and complex sentences • Revise, edit, and publish written work • Students will understand the Writer’s workshop routines. • Students will be able to write independently for longer periods of time. • Students will be able to capitalize the beginning of a sentence. • Students will form their uppercase and lowercase letters properly and legibly. • Students will be able to have proper spaces between their words. 	<p>Writing <u>Suggested Anchor Charts and Resources</u></p> <ul style="list-style-type: none"> • Teach and model Writer’s Workshop routines and procedures teach and model students editing checklist • Build writing stamina completing writing pieces for longer periods of time. write a simple paragraph about self • Use various activities using aligned resources • Incorporate interactive videos for punctuation, sentence fluency and paragraph writing (brainpopjr.com)
<p>Word Study/ Phonics Students will be able to....</p> <ul style="list-style-type: none"> • Identify consonant clusters in words. (digraphs and blends) • Accurately spell words with the CVCe pattern • Identify and sort words into syllables. • Identify rhyming words • Distinguish long and short vowels sounds in words. • Identify common and proper nouns • Identify, spell, and expand known high frequency words. 	<p>Word Study/ Phonics</p> <ul style="list-style-type: none"> • Various word sort and word building activities • Various activities from programs • Brainpopjr.com for short and long vowels and proper and common nouns
<p>District/ School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>

English Language Arts Grade 2

<p>Student Work Samples (Writing)</p> <p>Superkids Lesson Assessments - (Vocabulary, Comprehension and Phonics)</p> <p>Weekly Spelling tests (Words in context and dictation)</p> <p>Reading Assessment DRA</p> <p>Weekly Progress Monitoring Assessments</p> <p>Monthly homework calendar</p> <p>Modified monthly homework calendar</p>	<p><i>Link It</i></p> <p><i>MAP Testing</i></p> <p><i>DRA3</i></p> <p><i>Unit 1 Curricular Framework</i></p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Marzano Proficiency Scales:</p> <p>4- Advanced: Advanced understanding and application of the standard</p> <p>3- Achieving: Consistently applies skills independently</p> <p>2- Developing: Progressing towards independent application of skills</p> <p>1- Beginning: Early stages of development; needs assistance</p>	<p>Student Work Samples (Writing)</p> <p>Research and Media: Community Guide TG Unit 1 xxiv</p> <p><u>Standards:</u> W.2.2, W.2.5, W.2.7</p> <p><u>Objectives:</u> Participate in a shared research and writing project</p> <p>Research and write informational articles</p> <p>Improve writing through revision and editing</p> <p><u>Develop Background:</u> Define and discuss neighborhoods and communities. Explain that a community guide can provide visitors with important facts about the community and tell them about things to do and see. Tell children that researching and writing the guide will help them learn more about their community.</p> <p><u>Step 1:</u> Begin brainstorming by discussing these questions. Explain that children can use their own or talk to family members and neighbors.</p> <p><u>Step 2: Organize and Research:</u> Small groups work together to research different articles for the guide. Write draft, add photos or drawings,. Revise drafts and write final versions of articles</p> <p><u>Step 3:</u> Complete and publish</p>
District/School Texts	District/School Supplementary Resources

**English Language Arts
Grade 2**

Superkids Waem-up, Units 1-5

[Suggested Texts](#)

Superkids suggested read aloud

[Primary Writing Paper Templates](#)

Small Group Instruction/Leveled Guided Reading Groups
Write-in Reader: for RTI students

<http://www.brainpopjr.com>

www.enchantedlearning.com

www.abcya.com

www.superteacherworksheets.com

www.educationcity.com

www.scholastic.com

www.pearsonschool.com/wtw-

Words Their Way

Simon S.I.O. (Sounds It Out) - Software Program

www.sunday.com

www.secretstories.com

Superkids Online Fun

**English Language Arts
Grade 2**

District/School Writing Tasks

Secondary Focus:

Use collective nouns

Form and use occurring irregular plural nouns

Use reflexive pronouns

Capitalize holidays , products names, and geographic names

Consult reference materials, including beginning dictionaries

Compare formal and informal uses of English

Use knowledge of the meaning of individual words to predict the meaning of compound words

Use glossaries and beginning dictionaries to clarify the meanings of words and phrases

Use words and phrases acquired through conversations

Routine Writing:

Journal Writing

RACE

Choice Writing During Daily Five

Interdisciplinary Connections

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

Math

Science

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Technology

8.1 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.

World Language

7.1.NM.A.3: Recognize a few common gestures and cultural [practices](#) associated with the target culture(s)

7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, [culturally authentic materials](#) on familiar topics.

Modifications and Accommodations

**English Language Arts
Grade 2**

<p>English Language Learners Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students</p>	<p>Students at Risk for Failure Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RTI tiered interventions Superkids Skill Builder</p>
<p>Students with a 504 Plan Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Leveled text RTI tiered interventions Superkids Skill Builder</p>	
Unit Duration: Instructional Days	
42 days	

Unit 2 Grade 2

Unit 2 Reading Standards

Unit 2 Reading Critical Knowledge and Skills

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.

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.

- 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)

**English Language Arts
Grade 2**

<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p>	<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>RL.2.3:</p> <ul style="list-style-type: none"> ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Analyze their reactions to story events ● Identify how the characters solve a problem or challenges <hr/> <p>RI.2.3:</p> <ul style="list-style-type: none"> ● 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
<p>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.</p>	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<p>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.</p>	<p>RL.2.5:</p> <ul style="list-style-type: none"> ● 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 <hr/> <p>RI.2.5:</p> <ul style="list-style-type: none"> ● 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

**English Language Arts
Grade 2**

	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> ● Determine the text’s main purpose according to what the author wants the reader to know
<p>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.</p>	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RL.2.7:</p> <ul style="list-style-type: none"> ● 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
		<p>RI.2.7:</p> <ul style="list-style-type: none"> ● Utilize information from illustrations, diagrams or images from informational text. ● Explain how illustrations, diagrams or images clarify the text
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)</p>	<ul style="list-style-type: none"> ● 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 	
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● 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 	

English Language Arts Grade 2

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion .	<ul style="list-style-type: none"> ● 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
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	<ul style="list-style-type: none"> ● 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
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● 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
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 20px;">SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● 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

English Language Arts Grade 2

<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> ● Demonstrate storytelling techniques ● Report relevant facts and details about experience ● Provide clear thoughts and emotion
<p>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.</p>	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 20px;">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).</p>	<ul style="list-style-type: none"> ● 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
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 20px;">L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 20px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 20px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● 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

**English Language Arts
Grade 2**

<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>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.</p> <p style="padding-left: 40px;">L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● 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
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">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).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>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).</p>	<ul style="list-style-type: none"> ● 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

Unit 2

Learning Goals

Suggested Activities

English Language Arts Grade 2

Reading:

Students will understand and be able to.....

- Identify the structure of nonfiction book and apply comprehension strategies for increased understanding: (questioning, inferring, visualizing, summarizing, determining importance)
- Describe the overall structure of a story, the beginning, middle, and end
- Explain how specific images and text features to contribute and clarify a text
- Determine the meaning words and phrases using multiple strategies(glossary, picture clues, text clues)
- Describe how reasons support specific points the author makes in a text
- Ask and answer questions about a topic they have read about using, key details and vocabulary from the text
- Read to find the main idea and details from a text
- Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text
- Compare and contrast the most important points presented by two texts on the same topic
- Develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts

Reading :

1. Find an important sentence in the text
2. Ask and answer a “why” question about the important sentence/ topic
3. Identify various text features in a text
4. Turn heading into a question, find keywords that answer that question in text, identify main idea of the text
5. Teach and model strategies for unknown words using anchor chart
6. Create a class timeline depicting historical events
7. Using a Venn Diagram compare and contrast topics
8. Brainpopjr.com for nonfiction text and main idea

Writing(Informative/ Explanatory Paragraph:Biographies) and Language:

Students will understand and be able to.....

- Distinguish and use correct capitalization for proper and common nouns
- Capitalize for emphasis in their writing
- Write an informative/explanatory paragraph with topic, facts, and definitions to develop points, and closing statement
- Research a topic and generate ideas for a writing project
- Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults and peers
- Identify and use quotation marks before and after a speaker’s words
- Identify and create single vs. double subjects in a sentence

Writing: Suggested Anchor Charts and Resources

- Write an informative paragraph on a given topic
- Students will be able to write a paragraph explaining the importance of a famous American Citizen
- Work with a group to research a topic and generate ideas for writing a project
- Review anchor charts about how to write a proper paragraph
- Incorporate story maps for planning
- Practice self-editing using the editing checklist
- Continue working on sentence structure
- Stay focused on a topic with supporting details
- Use various activities using program resources
- Use brainpopjr.com for biography and holiday information to assist students with writing an informative paragraph

**English Language Arts
Grade 2**

<p>Phonics/ Word Study: <i>Students will understand and be able to:</i></p> <ul style="list-style-type: none"> ● <i>Identify and spell words with r controlled vowels.</i> ● <i>Form and use past tense irregular verbs</i> ● <i>Form plurals using s or es</i> ● <i>Form words past tense by adding suffix ed, or d</i> ● <i>Form plural words by changing the f to v and y to i adding es</i> ● <i>Use articles correctly</i> ● <i>Identify, spell, and expand known high frequency words</i> ● <i>Identify words with the vowel team oo and the y sound</i> ● <i>Form possessive nouns</i> ● <i>Identify and be able to add prefixes to words</i> 	<p>Phonics/ Word Study: <i>1. Use various word sort and word building activities</i> <i>2. Use various activities from programs</i></p>
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p><u>Student Work Samples (Writing)</u></p> <p>Reading Assessment DRA</p> <p>Weekly Progress Monitoring Assessments</p> <p>Monthly homework calendar</p> <p>Modified monthly homework calendar</p> <p>Superkids Unit Assessments</p>	<p><i>DRA 3 Assessment</i></p> <p><i>Superkids: Benchmark Assessment</i></p> <p><i>Unit 3 Curricular Framework</i></p>
<p align="center">Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

**English Language Arts
Grade 2**

<p>Marzano Learning Scales 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p>	<p><u>Student Work Samples (Writing)</u></p> <p>Research and Media: <u>Nature Game</u> TE pp. xxiv-xxv <u>Standards:</u> <u>W.2.2, W.2.7, W.2.8</u> <u>Objectives:</u> Raise questions about the natural world and generate explanations through exploration and observation. Ask, “How do you know?” and attempt an answer when asked that question by others. Tell the difference between information gained from observations and information gained from ideas or inferences. <u>Develop Background:</u> Explain to children that nature includes living things such as plants and animals, and nonliving things such as weather, water and rocks. Ask children to list some things they can find out about nature by looking carefully, watching and listening. Then ask them to say some things they Already know about nature. Talk to the children about the difference between these two ways of knowing things: things you know by observing, and ideas you learn about from books or other sources. <u>Step 1: Plan and Organize</u> Tell children they will create a game about plants, animals, and weather using question and answer card. <u>Step 2: Research and Write</u> Guide children as they create the cards <u>Step 3: Complete and play</u></p>
<p align="center">District/School Texts</p>	<p align="center">District/School Supplementary Resources</p>
<p>Superkids Units: 6-9, 11-13</p> <p><u>Suggested Text</u></p> <p>Superkids Suggested Read Aloud</p>	<p><u>Primary Writing Paper Templates</u></p>
<p align="center">District/School Writing Tasks</p>	

**English Language Arts
Grade 2**

Primary Focus:

Informative/Explanatory Writing

Secondary Focus:

- Use collective nouns
- Use adjectives and adverbs
- Produce, expand, and rearrange complete simple and compound sentences
- Capitalize holidays, product names and geographic names
- Use apostrophe to form contractions and possessives
- Generalize learned spelling patterns when writing words
- Consult reference materials, including beginning dictionaries as needed to check and correct spelling
- Compare formal and informal uses of English
- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a know prefix is added to a know word
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words or phrases

Interdisciplinary Connections

Social Studies

Math

2.NBT.03: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee.

Technology

8.1 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.

Modifications and Accommodations

**English Language Arts
Grade 2**

<p>Special Education Students</p> <p>Small groups Direct instruction Choices Sonday Program SRA Secret Stories Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled Text Superkids Skill Builder</p>	<p>English Language Learners</p> <p>Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students</p>
<p>Gifted and Talented Students</p> <p>Qualified programming Extension projects/tasks Leveled Text Intentional grouping Leadership role</p>	<p>Students with a 504 Plan</p> <p>Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Leveled text RTI tiered interventions Superkids Skill Builder</p>
Unit Duration: Instructional Days	
42 days	

Unit 3 Grade 2	
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills

**English Language Arts
Grade 2**

<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● 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)
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>	<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>RL.2.2:</p> <ul style="list-style-type: none"> ● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables ● Determine what lesson of the story
		<p>RI.2.2:</p> <ul style="list-style-type: none"> ● 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
	<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>		<ul style="list-style-type: none"> ● 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

**English Language Arts
Grade 2**

	<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RL.2.9:</p> <ul style="list-style-type: none"> ● 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 <p>RI.2.9:</p> <ul style="list-style-type: none"> ● Identify the most important points in the text ● Find similarities and differences in those points when reading texts on the same topic
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p>		<ul style="list-style-type: none"> ● 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
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● 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

**English Language Arts
Grade 2**

Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion .	<ul style="list-style-type: none"> ● 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
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<ul style="list-style-type: none"> ● 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
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	<ul style="list-style-type: none"> ● 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
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● 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
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills

English Language Arts Grade 2

<p>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.</p> <p>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).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<ul style="list-style-type: none"> ● Ask questions about what a speaker is saying to clarify, gather or deepen understanding ● Answer questions in order to clarify or gain further information
<p>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.</p>	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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).</p>	<ul style="list-style-type: none"> ● 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

English Language Arts Grade 2

<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● 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
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>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.</p> <p>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).</p> <p>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).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● 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
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>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).</p>	<ul style="list-style-type: none"> ● 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

**English Language Arts
Grade 2**

Unit 3	
Learning Goals	Suggested Activities
<p>Reading: Students will understand and be able to:</p> <ul style="list-style-type: none"> ● Identify and use schema to make text-to-self connections to deepen understanding of the text ● Ask and answer questions before, during, and after reading text ● Recount and summarize stories using questions such as who, what, where, when, and how based on key details in the text ● Write and describe characters, setting, or plot using information from illustrations and keywords from text ● Describe the overall structure of a story, the beginning, middle, and end ● Describe how characters respond to certain events and challenges in a story ● Describe how reasons support specific points the author makes in a text ● Read to find the main idea and details from a text ● Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Walk and talks/ Turn and talks to share schema to make text-to-self connections 2. Teach and model 5 finger retelling strategy using anchor chart 3. Teach and model frame for sharing beginning, middle, and end of story 4. Write a description of characters, setting, or plot using information from illustrations and keywords from the text 5. Brainpopjr.com for fiction resources, character traits and story structure
<p>Writing (Fiction/Narrative) and Language: Students will understand and be able to:</p> <ul style="list-style-type: none"> ● Write narratives in which students recount an event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure ● Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from others ● Use a variety of digital tools to produce and publish writing ● Use commas in a series ● Add a comma after introductory phrase or clause ● Capitalize proper nouns: person, places, and things ● Identify and use quotation marks before and after a speaker words 	<p>Writing: <u>Suggested Anchor Charts and Resources</u></p> <ol style="list-style-type: none"> 1. Write a narrative paragraph about your involvement in a main event 2. Anchor chart about topic sentence including 3 details and a closing sentence 3. Practice self-editing using a checklist 4. Use various activities from program books 5. Brainpopjr.com for narrative paragraphs and time order writing

**English Language Arts
Grade 2**

<p><i>Phonics/ Word Study</i> Students will understand and be able to:</p> <ul style="list-style-type: none"> ● Read and write words with double vowels: ai, ay, ee, ea, oa, oe, ue, igh ● Read and write contractions ● Use and match simple antonyms and synonyms ● Read and spell words with common digraphs ● Add -er and -est endings to show comparatives ● Identify and sort consonants with two sounds: c,g, and th ● Identify, spell and expand known high frequency words 	<p><i>Phonics/ Word Study</i></p> <ol style="list-style-type: none"> 1. Various word sort and word building activities 2. Use various activities using program workbooks 3. Brainpopjr.com for contractions
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><u>Student Work Samples (Writing)</u></p> <p>Superkids Unit Assessments - (Vocabulary, Comprehension and Phonics)</p> <p>Weekly Spelling tests (Words in context and dictation)</p> <p>Reading Assessment DRA</p> <p>Weekly Progress Monitoring Assessments</p> <p>Monthly homework calendar</p> <p>Modified monthly homework calendar</p>	<p>DRA 3 Assessment</p> <p>Superkids Benchmark Assessment</p> <p>Unit 3 Curricular Framework</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Marzano Learning Scales</p> <p>4- Advanced: Advanced understanding and application of the standard</p> <p>3- Achieving: Consistently applies skills independently</p> <p>2- Developing: Progressing towards independent application of skills</p> <p>1- Beginning: Early stages of development; needs assistance</p>	<p><u>Student Work Samples (Writing)</u></p>
District/School Texts	District/School Supplementary Resources

**English Language Arts
Grade 2**

Superkids: Units 4-7, 8-15

[Suggested Texts](#)

Superkids suggested read aloud

[Primary Writing Paper Templates](#)

District/School Writing Tasks

Primary Focus:

Opinion Writing

Secondary Focus:

Form and use frequently occurring irregular plural nouns

Use reflexive pronouns

Form and use the past tense of frequently occurring irregular verbs

Use adjectives and adverbs

Produce, expand, and rearrange complete simple and compound sentences

Use commas in greeting and closings of letters

Use an apostrophe to form contractions and frequently occurring possessives

Generalize learned spelling patterns when writing words

Consult reference materials including beginning dictionaries as needed to check and correct spellings

Compare formal and informal uses of English

Determine the meaning of the new word formed when a know prefix is added to a know word

Use a known root word as a clue to the meaning of an unknown word without the same root

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

Distinguish shades of meaning among closely related verbs and closely related adjectives

Use words and phrases acquired through conversations to describe

[Interdisciplinary Connections](#)

**English Language Arts
Grade 2**

<p>Social Studies</p> <p>6.1.4.C.17: Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>Math</p>
<p>21st Century Skills</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>	<p>Technology</p> <p>8.1 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.</p>
<p>Modifications and Accommodations</p>	
<p>Special Education Students</p> <p>Small groups Direct instruction Choices Soday Program SRA Secret Stories Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled Text Superkids Skill Builder</p>	<p>English Language Learners</p> <p>Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students</p>

English Language Arts Grade 2

<p>Gifted and Talented Students</p> <ul style="list-style-type: none"> Qualified programming Extension projects/tasks Leveled Text Intentional grouping Leadership role 	<p>Students with a 504 Plan</p> <ul style="list-style-type: none"> Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Leveled text RTI tiered interventions Superkids Skill Builder
Unit Duration: Instructional Days	
42 days	

Unit 4 Grade 2		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> ● 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)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> ● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. ● Determine what lesson is the story teaching
		RI.2.2: <ul style="list-style-type: none"> ● 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

**English Language Arts
Grade 2**

	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> ● 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
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> ● 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
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		<ul style="list-style-type: none"> ● 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
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> ● 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
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.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9:
		<ul style="list-style-type: none"> ● 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
		RI.2.9:
		<ul style="list-style-type: none"> ● Identify the most important points in two different texts on the same topic ● Find similarities and differences in those points when reading texts on the same topic
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

English Language Arts Grade 2

<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)</p>	<ul style="list-style-type: none"> ● 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 spelling-sound correspondence words 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
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● 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
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>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.</p>	<ul style="list-style-type: none"> ● 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
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Include an introduction statement ● End with a closing statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions

English Language Arts Grade 2

<p>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.</p>	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
<p>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).</p>	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● 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
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 20px;">SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● 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
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Demonstrate careful listening in order to describe or recount what they heard
<p>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.</p>	<ul style="list-style-type: none"> ● Ask questions and understand and answer questions asked of them in order to clarify or gain further information
<p>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.</p>	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>

**English Language Arts
Grade 2**

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Identify irregular plural nouns used when writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns when reading and 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 ● Classify adjectives and adverbs in sentences ● Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking ● Define and identify simple and compound sentences when reading ● Classify sentences as simple or compound ● Use simple and compound sentences when writing or speaking ● Expand and/or rearrange simple and compound sentence when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Use commas appropriate to offset greetings and closings in letters ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English

**English Language Arts
Grade 2**

<p>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.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>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).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● Use context clues 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 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
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>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).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>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).</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking ● Make purposeful language choices to communicate in an effective way when writing and speaking ● Utilize adjectives and adverbs to describe where necessary when writing and speaking

Unit 4	
Learning Goals	Suggested Activities

English Language Arts Grade 2

<p>Reading: Students will understand and be able to understand:</p> <ul style="list-style-type: none"> ● Recognize and identify fairytale and folktales compared to traditional fiction stories ● Compare and contrast different versions of the same story or topic ● Tell the moral or lesson of the story ● Tell the point of view of a character and how it made the story change ● Describe differences in story characters' points of view in complete sentences ● Develop an understanding/; appreciation of various types of poems ● Identify the parts of a poem and how they affect meaning and fluency ● Read with sufficient accuracy and fluency to support comprehension ● Understand how the poet's choice of words and phrases affects rhythm, meaning, and fluency of chants and poems ● Generate topics of individual interests ● Read with expression, accuracy, and appropriate rate ● Speak/read audibly in coherent sentences ● Make connections, supplying specific stanzas as references 	<p>Reading:</p> <ul style="list-style-type: none"> ● Junior Great Book stories and various other read alouds and leveled texts to compare and contrast different versions of the same story ● Use character and trait frames to identify the characters' points of view ● Turn and talk to discuss the moral of the story ● Brainpopjr.com for various fairytales, fables, nonfiction stories, and poetry examples ● Read and listen to various examples of poetry with turn and talk discussions ● Create class poems using a framework ● Illustrate to aid recall of a poem
<p>Writing(Opinion) and Language: Students will understand and be able to:</p> <ul style="list-style-type: none"> ● Write an opinion piece focused on stated opinion or topics including reasons supporting the opinion, linking words to connect ideas, and a closing sentence ● Add a comma after introductory phrases or clauses ● Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults and peers ● Use variety of digital tools to produce and publish writing ● Create a poem using figurative language and thoughts and feelings:(metaphors, comparisons, rhythm and repetition) ● Write a persuasive piece (topics, 5 details, closing) ● Use proper speaking skills to present to peers ● Use a variety of digital tools to produce and publish writing 	<p>Writing and Language: <u>Suggested Anchor Charts and Resources</u></p> <ul style="list-style-type: none"> ● Write an opinion piece using OREO (Opinion, Reason, Example, Opinion) format writing model using an anchor chart ● Model how to support a point of view with reasons and information ● Model different types of poetry(acrostic, haik, cinquain, rhyming) ● Listen to persuasive stories and discuss the author's point of view ● Draw and write to persuade the reader of their opinion on a topics using topic, details and closing
<p>Phonics/Word Study: Students will understand and be able to:</p> <ul style="list-style-type: none"> ● Read and write vowel combinations. (ou,ow, aw, and VCe words) ● Form and use past tense of irregular vowels ● Identify open and closed syllables ● Identify and add prefixes to words ● Accurately use and identify homophones and homographs ● Use ending consonant clusters when writing words ● Identify, spell, and expand known high frequency words ● Sort words by phonogram ● Read and spell digraphs and CVVC in words ● Read and spell comparison words using er and est 	<p>Phonics and Word Study</p> <ul style="list-style-type: none"> ● Various word sort and word building ● Various activities using program workbooks ● Phonics games and activities
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>

English Language Arts Grade 2

<p>Student Work Samples (Writing)</p> <p>Superkids Unit Assessments - (Vocabulary, Comprehension and Phonics)</p> <p>Weekly Spelling tests (Words in context and dictation)</p> <p>Reading Assessment DRA</p> <p>Weekly Progress Monitoring Assessments</p> <p>Monthly homework calendar</p> <p>Modified monthly homework calendar</p>	<p>DRA3 Assessment</p> <p>MAP ELA Assessment</p> <p>Unit 4 Curricular Framework</p> <p>Link It</p> <p>Superkids Benchmark Assessments</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Marzano Learning Scales</p> <p>4- Advanced: Advanced understanding and application of the standard</p> <p>3- Achieving: Consistently applies skills independently</p> <p>2- Developing: Progressing towards independent application of skills</p> <p>1- Beginning: Early stages of development; needs assistance</p>	<p>Student Work Samples (Writing)</p>
District/School Texts	District/School Supplementary Resources
<p>Siperkids: Units 12-16</p> <p>Suggested Texts</p> <p>Superkids suggested read aloud</p>	<p>Primary Writing Paper Templates</p>
District/School Writing Tasks	

**English Language Arts
Grade 2**

Primary Focus:

Shared research writing

Secondary Focus:

Form and use frequently occurring irregular plural nouns

Form and use the past tense of frequently occurring irregular verbs

Use adjectives and adverbs, and choose between them depending on what is to be modified

Produce, expand, and rearrange complete simple and compound sentences

Use commas in greeting and closings of letters

Generalize learned spelling patterns when writing words

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Compare formal and informal uses of English

Use sentence-level context as a clue to the meaning of a word or phrase

Determine the meaning of the new word formed when a known prefix is added to a known word

Use a known root word as a clue to the meaning of an unknown word with the same root

Use glossaries and beginning dictionaries, both the print and digital, to determine or clarify the meaning of words and phrases

Identify real-life connections between words and their uses

Distinguish shades of meaning among closely related verbs and closely related adjectives

Use words and phrases acquired through conversations to describe

[Interdisciplinary Connections](#)

**English Language Arts
Grade 2**

<p>Social Studies 6.1.4.A.10: Describe why it is important to understand the perspectives of other cultures in an interconnected world. 6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>Math 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately</p>
<p>21st Century Skills/Careers CRP1. Act as a responsible and contributing citizen and employee.</p>	<p>Technology 8.1 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.</p>
<p>Modifications and Accommodations</p>	
<p>Special Education Students Small groups Direct instruction Choices Sonday Program SRA Secret Stories Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled Text Superkids Skill Builder</p>	<p>English Language Learners Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students</p>

**English Language Arts
Grade 2**

Gifted and Talented Students

Qualified programming
Extension projects/tasks
Leveled Text
Intentional grouping
Leadership role

Students with a 504 Plan

Text to speech
Small group
Direct instruction
Choices
Eliminate answer choices
Shortened assignments
Chunked assignments
Reword directions
Intentional groupings
Sonday Program
Leveled text
RTI tiered interventions
Superkids Skill Builder

Unit Duration: Instructional Days

42 days