**Moonachie School District**

**English Language Arts Curriculum:**

**Grade 2**

***New Jersey Student Learning Standards for English Language Arts***

**Born On: July 25, 2017**

**Re-Adopted: August 23, 2022**

The following maps outline the New Jersey Student Learning Standards for grade two English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

| **Reading Literature and Informational Text** | **Writing and Language** | **Foundational Skills** |
| --- | --- | --- |
| End of story tests (multiple choice, open ended) | Journals | Running records |
| End of Unit/Theme Assessments | Writing Process Pieces | Spelling Tests/Dictations |
| Model Curriculum Assessments | Friendly Letter | Sorting activities |
| Standards Solution Lessons/Assessments | Persuasive: Writing a letter | Building words |
| Running Records | Narrative: Story Writing | Proofreading Editing |
| STAR Assessments | Expository: "How-to" | Writing samples/rubrics |
| Sequencing activities | Written activities i.e. graphic organizers |  |
| SAAVAS MyView Benchmark Assessments | Poetry |  |
| End of Book Activities | Standards Solution Writing Prompts |  |
| JournalsRead AloudsComprehension: illustrations, sentences |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

| **Resources:** |  |  |
| --- | --- | --- |
| Graphic Organizers | Sequencing cards | Writers checklist |
| Chart Paper | Leveled libraries | NJDOE Model Curriculum |
| Student Journals | Sentence strips | Audio books |
| Center Activities | Word rings | Readers Theater |
| Proofreading chart | Retelling props | Rubrics |
| SAAVAS MyView materials | Standards Solution |  |
| Fundations | PARCC information |  |
| TC Readers Writers Workshop |  |  |

**References:**

[http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/](http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-3/)

http://www.state.nj.us/education/cccs/2016/ela/

NJ Technology Standards**:** <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

**Websites:**

[www.spellingcity.com](http://www.spellingcity.com) [www.standardssolution.com](http://www.standardssolution.com) [www.eduplace.com](http://www.eduplace.com) \_ www.rticentral.com

[www.brainpopjr.com](http://www.brainpopjr.com) [www.abcya.com](http://www.abcya.com) [www.thinkcentral.com](http://www.thinkcentral.com) http://www.ereadingworksheets.com/

[www.starfall.com](http://www.starfall.com) <http://www.storylineonline.net> [www.pearsonrealize.com](http://www.pearsonrealize.com)

[www.scholastic.com](http://www.scholastic.com) [www.superteacherworksheets.com](http://www.superteacherworksheets.com) [www.readworks.org](http://www.readworks.org)

www.readwritethink.org [www.puzzlemaker.com](http://www.puzzlemaker.com) www.readingatoz.com

[www.manybooks.net](http://www.manybooks.net) [www.commoncoresheets.com](http://www.commoncoresheets.com) www.adaptedmind.com

**Language Arts Curriculum: Grade 2**

| **Curriculum Details** **English Language Arts Grade 2**  |
| --- |
| **Core Materials**  | SAAVAS MyView, Leveled Literacy Intervention, Lexia |
| **Interdisciplinary Connections**  | **Science:** 2.LS4.1. Make observations of plants and animals to compare the diversity of life in different habitats.2.ESS2.3. Obtain information to identify where water is found on Earth and that it can be solid or liquid**Social Studies:** 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shred values, principles, and beliefs of the American Identify.6.1.2.CivicsPR.1: Determine what makes a good rule or law6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.6.1.2.HistorySE.1: Use Examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture’s history.**Performing Arts:**1.2.2.Cn1 1a: Discuss and demonstrate how media artwork, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.1.2.2.Cn1 1b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness. |
| **Career Ready Practices**  | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.  |
| **Career Readiness, Life LIteracies, and Key Skills** | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. |
| **Computer Science and Design Thinking** | 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.8.1.2.NI.4: Explain why access to devices need to be secured.8.1.2.DA.4: Make predictions based on data using charts or graphs.8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.8.2.2.ITH.3: Identify how technology impacts or improves life.8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. |

**Reading Standards for Literature**

**Standard RL.2.1**

| **Essential Question(s):** How do readers use the text to support an interpretation?  |
| --- |
| **Vocabulary:** key details, discussion, "wh" questions |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| **NJSLS Standard: RL.2.1**  |
| --- |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.   | Answer "wh" questions about the text Develop “wh” questions about the text   | * Ask "wh" questions during and after a reading
* Provide opportunities for students to answer "wh" questions
* Use graphic organizer (i.e. Story Map)

  | Students (with prompting and support from the teacher) when listening to a read aloud from SAAVAS MyView or leveled library ask questions about the events that occur and answer by offering key details drawn from the text. |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research Activities with cross curricular themes
* Create a journal diary
* Write letters to the character
* Compare/contrast
* Higher Level Text that includes similar theme
 | * Audio book
* Video clips
* Read aloud
* Word Wall
* Build background knowledge
* Picture Associations
* Partner Work
 | * Extended time
* Modified assignments
* Small group
* Modeling
* Leveled reading
* Read aloud
* Build background knowledge
* Oral/visual reminders
* Peer assistance
* Preteach vocabulary
* Picture associations with vocab
 | * RTI strategies including: teacher modeling
* Tier II and Tier III intervention
* Reading comprehension passages to monitor progress
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.2**

| **Essential Question(s):** How do readers determine the message the author is trying to convey? |
| --- |
| **Vocabulary:** theme, genre (fable, folktale, etc.) moral, lesson, message, supporting details  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details**  |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| **NJSLS Standard: RL.2.2**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.   | * Identify genre
* Read fables from diverse cultures
* Determine the author’s message, lesson or moral
 | * Introduce literary genres (i.e. Aesop’s Fable- Fable)
* Teach genre through personal connections (music and movies)
* Paraphrase the central message, lesson or moral

 - “What is the author trying to say?” * Read same stories from different country

(i.e. Cinderella- U.S. and Yeh-Shen- China )   | Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling’s “How the Camel Got His Hump” and Natalie Babbitt’s *The Search for Delicious*, and paraphrase their central message, lesson or moral.  |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Increased text to self-connections with journal entry
* Create alternate ending
 | * Video clips
* Preteach vocabulary
* Reader’s Theatre
* Read aloud
* Word Wall
* Build background knowledge
* Picture Associations
* Cause/effect correlations
* Real-life connections
 | * Small group
* Modeling
* Read aloud
* Build background knowledge
* Picture Associations
* Cause/effect correlations
* Real-life connections
* Preteach vocabulary
* Picture associations with vocab
 | * Incorporating technology, film clips
* Tier II and Tier III intervention
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.3**

| **Essential Question(s):** How do readers determine how characters, events and ideas develop and interact?  |
| --- |
| **Vocabulary:** character, sequence, events, cause, effect  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details**  |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| **NJSLS Standard: RL.2.3**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 3. Describe how characters in a story respond to major events and challenges using key details.   | * Identify how character responds to a situation

(cause and effect) * Link personal experiences

to text * Answer guided open ended questions

  | * Use pictures to show character development

(sequence, illustrations, magazines photographs) * Use character maps
* Have students complete journal entries
 | Students describe how the character of Bud in Christopher Paul Curtis’ story *Bud, Not Buddy* responds to a major event in his life of being placed in a foster home.  |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Conduct observations of peers and conduct character study
* Increased text to self-connections with journal entry
 | * Create word wall of character traits
* Associate pictures/gestures with words
* Pre-teach vocabulary
* Read aloud
* Build background knowledge of character traits
 | * Emotion visuals
* Create word wall of character traits
* Associate pictures/gestures with words
* Extended time
* Modified assignments
* Small group
* Modeling
* Read aloud
* Cause/effect correlations
 | * Create word wall of character traits
* Implement character ed lessons
* Role playing
* Exemplar at K level
* Display emotions chart

Tier II and Tier III intervention |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.4**

| **Essential Question(s):** How do readers interpret the author’s use of language?  |
| --- |
| **21st Century Skill:** Critical Thinking and Problem Solving  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure**  |
| **Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| **NJSLS Standard: RL.2.4**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   | * Ask/show why the author chose to use repeated words or phrases
* Demonstrate rhythm through physical movement (clapping, stomping, etc.)
* Use inflection and intonation when reading

aloud to stress rhythm  | * Listen to audio versions of different stories, poems, and songs with rhythm.
* After reading/ listening to a story, poem, or song have students illustrate the meaning
* Sing words of a poem to tune you know (or make up a tune)
* Model using inflection and intonation when reading aloud to stress rhythm Use rhyming books (i.e. Dr. Seuss)
 | Students describe the overall story structure of *The Thirteen Clocks* by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end. |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create own poem that portrays an emotion
* Write a personal narrative related to a happy or sad event.
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Visual representation
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Matching meanings to expressions
 | * Work independently or in a small group, depending on preference
* Incorporate student choice of activities
* Receive prompts from the teacher
* Read alouds
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Matching meanings to expressions
* Display emotions chart

Tier II and Tier III intervention |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.5**

| **Essential Question(s):** How do readers use text structure to understand meaning?  |
| --- |
| **Vocabulary:** story structure, beginning, middle, end, plot, conflict, solution  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure**  |
| **Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| **NJSLS Standard: RL.2.5**  |
|  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| 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.   | * Identify events that occurred at the beginning, middle, and end of a story
* Examine basic story elements at each point in

the story (ex. plot- conflict/solution)   |  Use graphic organizers (sequencing) Chart story (what happened first, next, last) Group retelling: “Can someone tell me what happened at the \_\_\_\_\_ (beginning/middle/end)"?   | Pearson e-texts (non-fiction) |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Higher level questioning
 | * Storybook online; watching video instead of reading play
* Sort books by category: fiction or nonfiction
 | * Read, stop, tell; keep journal
* Increased use of graphic organizers
* Make real life connections using real-life scenarios that require predicting and inferring
* Sort books by category: fiction or nonfiction
 | * Increased use of graphic organizers
* Make real life connections using real-life scenarios that require predicting and inferring
* Tier II and Tier III intervention
* Sort books by category: fiction or nonfiction
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? |
| --- |
| **Vocabulary:** point of view, dialogue  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure**  |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.  |
| **NJSLS Standard: RL.2.6**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   | * Distinguish between characters in a story
* Change intonation and inflection when reading aloud based on characters
* Dramatize readings

(acting, puppets, masks) * Answer questions to determine characters differing points of view
 | * Model how to distinguish between characters in a story
* Change intonation and inflection when reading aloud based on characters

 - Dramatize readings (acting, puppets, masks) * Ask questions to determine characters differing points of view
* Provide visuals to demonstrate characters’ different points of view (i.e. cartoon thought bubbles)
* Conduct role play (speaking from the point of view of different characters)
 | * Book Flix
* SAAVAS MyView
* Pearson e-text
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Higher level questioning
 | * Storybook online; watching video instead of reading play
* Sort books by category: fiction or nonfiction
 | * Read, stop, tell; keep journal
* Increased use of graphic organizers
* Make real life connections using real-life scenarios that require predicting and inferring
* Sort books by category: fiction or nonfiction
 | * Increased use of graphic organizers
* Make real life connections using real-life scenarios that require predicting and inferring
* Tier II and Tier III intervention
* Sort books by category: fiction or nonfiction
 |

 **Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.7**

| **Essential Question(s):** How do readers use illustrations to understand the text?  |
| --- |
| **Vocabulary:** illustration, character, setting, plot, text  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*  |
| **NJSLS Standard: RL.2.7**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   | * Refer to illustrations and text when answering questions about

characters, setting, or plot * Use illustrations or phrases from the text to describe the character, settings, or plot
 | * Conduct a picture walk (prediction making)
* Ask questions to connect illustrations and the text

 - “What words and pictures describe the \_\_\_\_\_ (character, setting, plot) and how?”  | Students help to explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s *Poppleton* to create the mood and emphasize aspects of characters and setting in the story. |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose written story and use Kidpix to create an illustration to go along with story
* Develop illustrations first; exchange with partner and write story to accompany partner’s illustrations
 | * Choose written story and use Kidpix to create an illustration to go along with story
* Leveled texts available
 | * Choose written story and use Kidpix to create an illustration to go along with story
* Create illustration of self to depict mood
* Leveled texts available
 | * Choose written story and use Kidpix to create an illustration to go along with story
* Create illustration of self to depict mood
* Tier II and Tier III intervention
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text?  |
| --- |
| **Vocabulary:**  |
| **Reading Literature** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| **NJSLS Standard: RL.2.8**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| (Not applicable to literature)   |   |   |   |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.9**

| **Essential Question(s):** How do readers make connections between texts? |
| --- |
| **Vocabulary:** Venn-diagram, compare, contrast  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| **NJSLS Standard: RL.2.9**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.   |  After reading two versions of a story, answer questions about the similarities and differences between the stories  | * Read different versions of the same story
* Illustrate and describe in writing the differences between the stories
* Use graphic organizer (i.e. Venn-Diagram)
* Have students sort details from both stories (sentence strips)
 | * Examples:

Henry and Mudge, Poppleton, Frog and Toad* Thematic units in SAAVAS MyView
* Pearson e-text
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a venn diagram or chart comparing the adventures of the same character in two different stories
 | * Preteach vocabulary
* Text-to-text connections
* Leveled texts available
* Modified assignments
 | * Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Modified assignments
 | * Preteach vocabulary
* Text-to-text connections
* Tier II and Tier III intervention
* Leveled texts available
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Literature**

**Standard RL.2.10**

| **Essential Question(s):** How do readers use comprehension strategies to improve understanding of text? |
| --- |
| **21st Century Skill:** Critical Thinking and Problem Solving  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| **Standard: RL.2.10**  |
| **Vocabulary:** N/A  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| 10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. | * Read a variety of genres
* Read literature varying in complexity
 | * Expose students to a variety of genres
* Expose students to literature varying in complexity
* Scaffold reading and comprehension as needed
 | * *Joyful Noise, Poems for Two Voices*, Paul Flesichman
* Shel Silverstein poems
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Writing journal
* Higher level questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions/assignments
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.1**

| **Essential Question(s):** How do readers use text to support answers to questions?  |
| --- |
| **Vocabulary:** "wh" questions  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Key Ideas and Details**  |
| **Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| **NJSLS Standard: RI. 2.1**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.   |  Answer "wh" questions about the text Develop “wh” questions about the text   | * Ask "wh" questions during and after a reading
* Provide opportunities for students to answer "wh" questions
* Graphic organizer (i.e. KWL chart)

   | Students use Aliki’s description of *A Medieval Feast* and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why and how such a meal happens and by answering using key details.   |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research topic and create a pamphlet/brochure
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions/assignments
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.2**

| **Essential Question(s):** How do readers us key details from the text to support the main idea?  |
| --- |
| **Vocabulary:** main idea, key details  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Key Ideas and Details**  |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| **NJSLS Standard: RI. 2.2**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.   | * Determine the main idea
* Identify key details
* Connect key details to determine main topic of the text
 | * Teach annotating

 - Highlight or underline main idea and key details * Instruct and model how to identify main idea and connect details of a text

  | Using SAAVAS MyView textbook, e-books, Book Flix, or Reading A to Z non-fiction passage, have students identify the central idea, summarized, and identify supporting details independently after explicit and guided instruction. |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a T-Chart

 (main idea/detail sort)* Create a topic web using details from the passage.
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Vocabulary cards/matching cards
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Vocabulary cards/matching cards
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Vocabulary matching sort
* Modified questions/assignments
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.3**

| **Essential Question(s):** How do readers make connections between concepts in a text?  |
| --- |
| **Vocabulary:** sequence, time order, timeline  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Key Ideas and Details**  |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| **NJSLS Standard: RI. 2.3**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   | * Recognize relationships between events or order of steps in a process
* Recognize and use time order words/transitions to determine sequence

   | * Model strategies to determine connections in a text
* Use graphic organizers (i.e. timeline, sentence strips)
* Complete activities in which students must follow a set of directions (i.e. science experiment)

  | \*Using Ruby Bridges Goes to School by Ruby Bridges, students will explain the contributions she made to desegregation of schools and the Civil Rights Movement. Students will make historical connections to ideas and events over the course of the text. |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a timeline
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Vocabulary cards/matching cards
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.4**

| **Essential Question(s)**: How do readers determine the meaning and use of content specific vocabulary? |
| --- |
| **Vocabulary:** text features, glossary, context clues,  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Craft and Structure**  |
| **Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| **NJSLS Standard: RI. 2.4**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.   | * Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text
* Use text features to determine and clarify meaning of words and phrases
* Locate and define vocabulary using glossary and context clues
 | * Model use of text features, glossaries and context clues
* Use graphic organizer (i.e. Fill in the blank sentences)
* Have students use words in context

  | Students determine the meanings of words and phrases encountered in Sarah L. Thomson’s *Where Do Polar Bears Live?*, such as cub, den, blubber, and the Arctic.   |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Be detectives and search through informational texts to identify words they don’t know and utilize classroom resources to define each word (ie: dictionaries, internet resource, etc)
* “Context Clue” tic-tac-toe (define a word using
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
* Peer work
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.5**

| **Essential Question(s):** How do readers use text features to locate information? |
| --- |
| **Vocabulary:** text features: captions, bold print, subheadings, sidebars, glossaries, indexes, electronic menus, icons  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Craft and Structure**  |
| **Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| **NJSLS Standard: RI. 2.5**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 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.   | * Identify the purpose of text features
* Identify text features to gather information
* Scan headings, titles, diagrams, and key vocabulary to locate facts
* Use text features to make predictions and answer

questions about the text   | * Teach students how to locate key facts and information using text features
* Teach annotating

 - Highlight or underline main idea and details   | * Students locate key facts or information in a non-fiction selection from SAAVAS MyView or Pearson e-text
* Scholastic News
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| \*Create non-fiction book using informational text features.* Create a booklet or foldable
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Text Features Scavenger Hunt
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Scavenger Hunt
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Text Features Scavenger Hunt
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? |  |
| --- | --- |
| **Vocabulary:** purpose, audience  |  |
| **Reading Informational Text**  |  |
| **NJSLS Anchor Standard: Craft and Structure**  |  |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.  |  |
| **NJSLS Standard: RI. 2.6**  |  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   | * Identify author's purpose of a text
* Identify the intended audience
* Explain the context in which this text can be used

  |  Ask questions: * "What is the author's purpose?"
* “Why did the author write the text?"
* “Who is the audience?”
* “How can you use this information?”
 | Students read Selby Beeler’s *Throw Your Tooth on the Roof: Tooth Traditions Around the* *World* and identify what Beeler wants to answer as well as explain the main purposes of the text.  |

|  **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Identify source of information (picture or text) for given facts.
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.7**

| **Essential Question(s):** How do readers use information from illustrations and text to demonstrate understanding?  |
| --- |
| **Vocabulary:** illustration, diagram, graph, map  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*  |
| **NJSLS Standard: RI. 2.7**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.   | * Locate and describe images used in the text
* Answer questions based on images (i.e. illustrations, diagrams, maps, graphs)
* Identify commonalities between text and text features and explain how they support each other
 | * Teach students how images contribute to a text
* Teach students how to make connections between images and text
 | Students explain how the specific image of a soap bubble and other accompanying illustrations in Walter Wick’s *A Drop of Water: A Book of Science and Wonder* contribute to clarify their understanding of bubbles and water.   |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * View images and create captions
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
* View images and match captions
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and match captions
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text?  |
| --- |
| **Vocabulary:** reason, author’s point  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| **NJSLS Standard: RI. 2.8**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar**  |
| --- | --- | --- | --- |
| 8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.   | * Identify reasons that support the author's point
* Evaluate reasons to determine if they support the author’s point

  | * Teach students to identify reasons within a text
* Ask questions to evaluate reasons

 - "Do you think that is a good reason? Why or why not?”   | Students describe the reasons behind Joyce Milton’s statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she supports the points she is making in the text.  |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Paper bag biography project
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.9**

| **Essential Question(s):** How do readers make connections or determine differences and/or similarities among texts of the same topic?  |
| --- |
| **Vocabulary:** compare and contrast, Venn-Diagram  |
| **21st Century Skill:** Critical Thinking and Problem Solving  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| **NJSLS Standard: RI. 2.9**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 9. Compare and contrast the most important points presented by two texts on the same topic.   | * Identify the key points of a text
* Compare and contrast the key points in two texts on the same topic
 | * Model how to identify key points in a text
* Present multiple texts on the same topic
* Teach how to compare and contrasts two texts
* Use graphic organizers (i.e. Venn-Diagram)
 | Two selections from the same non-fiction unit of SAAVAS MyView, Pearson e-texts, or Reading A to Z passages |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a trifold with information about the similarities and differences of two texts
 | * Varied texts available at appropriate level and lexile range for student
* Sort nonfiction texts based on themes/content within your leveled library
 | * Varied texts available at appropriate level and lexile range for student
* Sort nonfiction texts based on themes/content within your leveled library
 | * Varied texts available at appropriate level and lexile range for student
 |

**Language Arts Curriculum: Grade 2**

**Reading Standards for Informational Text**

**Standards RI.2.10**

| **Essential Question(s):** How do readers understand information texts in all subject areas? |
| --- |
| **Vocabulary:** N/A  |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| **NJSLS Standard: RI. 2.10**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.   | Comprehend informational text at grade level proficiency  | * Expose students to a variety of grade level informational text
* Scaffold reading and comprehension as needed
 | Pearson SAAVAS MyView selections |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a newspaper article incorporating text features
 | * Varied texts available at appropriate level and lexile range for student
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
 |

**Language Arts Curriculum: Grade 2**

**Foundational Skills**

 **RF.2.3**

| **Essential Question(s):** How do readers apply phonics to decode words?  |
| --- |
| **Vocabulary:** short vowel, long vowel, diphthong, syllable, root, affix, prefix, suffix  |
| **Foundational Skills**  |
| **Area: Phonics and Word Recognition**  |
| **Anchor Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding words.  |
| **NJSLS Standard: RF. 2.3**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| a. Know spelling-sound correspondences for additional common vowel teams.   | * Identify common vowel teams

(diphthongs) * Apply spelling rules for vowel teams
 | * Teach vowel teams
	+ Regular: Ex-Long A: a-e, ai, ay
	+ Irregular: Ex-oi, oo, oy
* Match vowel team to picture
	+ Ex: Picture of “boy” Index cards with: “oi” and “oy”
* Personal list of words (Word Study Journal) Spelling dictations
 | * SAAVAS MyView
* Fundations
 |
| b. Decode regularly spelled two-syllable words with long vowels.   | * Identify two syllable words
* Divide words into syllables (pattern of syllables used to

determine vowel sound)   | * Clapping
* Divide and mark syllables Ex: “Hotel”

1st Syllable: ho- (Long vowel O) 2nd Syllable: -tel (Short vowel E)  |   |
| c. Decode words with common prefixes and suffixes.   | * List prefixes and suffixes and their meanings
* Determine parts of a word (root,

prefix, suffix)   | * Create prefix and suffix meaning charts (i.e. re-, pre-, -ly, -ing, etc.)
* Teach how affixes affect the meaning of a root word

  |   |
| d. Identify words with inconsistent but common spelling-sound correspondences.  |  List common irregular spellingsound correspondences Ex: Kn- Know, Knot, Knock  Ph- Phone, phonics  |  Personal list of words (Word Study Journal)  |   |
| e. Recognize and read grade-appropriate irregularly spelled words.  |  Identify commonly misspelled words  | * Word wall
* Word rings
* Personal list of words (Word Study Journal)
 |   |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Peer models
 | * Provide editing checklist
* Highlight end punctuation in writing
* Hand gestures corresponding with capitals and periods
 | * Provide editing checklist
* Highlight end punctuation in writing
* Hand gestures corresponding with capitals and periods
 | * Provide editing checklist
* Highlight end punctuation in writing
* Hand gestures corresponding with capitals and periods
 |

**Language Arts Curriculum: Grade 2**

**Foundational Skills**

**RF.2.4**

| **Essential Question(s):** How do readers improve fluency to support comprehension?  |
| --- |
| **Vocabulary:** fluency, accuracy, expression, rate, context clues  |
| **Foundational Skills**  |
| **Area: Fluency** |
| **Anchor Standard 4:**  Read with sufficient accuracy and fluency to support comprehension.  |
| **NJSLS Standard: RF. 2.4**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| a. Read grade-level text with purpose and understanding.   |  Employ reading strategies while reading independently and aloud * Pre-reading: prediction making, setting a purpose
* During reading: ask/answer questions, make connections
* After reading: summarize
 | * Model strategies good readers use (i.e. questioning, re-reading, using context clues)
* Practice a variety of reading formats:
	+ student guided reading
	+ peer reading
	+ teacher read-aloud
 | * SAAVAS MyView
* Fundations
* ThinkCentral

Audio Books |
| b. Read grade-level text orally with accuracy, appropriate rate, and expression.   |  Read text with: - Accuracy * Appropriate rate
* Expression
 | * Model fluent reading with proper pacing, emphasis, and expression
* Administer running records and fluency tests
 |   |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |  Use context clues when decoding and determining word meaning  | * Discuss strategies to confirm word recognition or self-correct miscues
	+ Using context clues
	+ Rereading
* Model rereading to correct errors
* "How can the other words in the sentence help us identify new words?"
 |   |

|  **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Structure peer modeling (partner reading)
 | * Repeated readings
* Reader’s Theater
* Poetry
* Poetry Notebook
* Whisper phones
 | * Repeated readings
* Reader’s Theater
* Poetry
* Poetry Notebook
* Whisper phones
 | * Repeated readings
* Reader’s Theater
* Poetry
* Poetry Notebook
* Whisper phones
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.1**

| **Essential Question(s):** How do writers use valid evidence to support claims?  |
| --- |
| **Vocabulary:** linking words, opinion, opening sentence, supporting detail, evidence, concluding statement, paragraph  |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose**  |
| **Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| **NJSLS Standard: W.2.1**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 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. | * Develop a clear, focused topic sentence that states an opinion
* Brainstorm reasons that support an opinion
* Identify and write valid reasons
* Use linking words and phrases when drafting body
* Draft a conclusion to support an opening statement
 | * Provide blank template for organizational structure

(includes: opinion, valid reasons) * Model drafting writing
* Use graphic organizers (i.e. KWL chart, Pro/Con List, Venn Diagram, Web, Opinion/Supporting Evidence)
* Create word wall (i.e. linking words)
* Introduce writing rubric
 | * Scholastic News
* SAAVAS MyView
* Smart Exchange (if applicable)
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Individual project
* Alternative writing prompts
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.2**

| **Essential Question(s):** How do writers explore topics and convey ideas?  |
| --- |
| **Vocabulary:** explanatory, informative, web, brainstorm, opening sentence, supporting details, facts/opinions, concluding statement  |
| **Writing** |
| **NJSLS Anchor Standard: Text Types and Purpose**  |
| **Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| **NJSLS Standard: W.2.2**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 2. Write informative/ explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. | * Brainstorm topics
* Sort and choose relevant information
* Write opening statement Add supporting details
* Distinguish between fact and opinion
* Use linking words/phrases when drafting body to connect ideas Draft a conclusion
 | * Model use of a web when brainstorming
* Teach students how to take notes: post-its, note cards, etc.
* Use graphic organizers (i.e. topic/supporting details and facts vs. opinion)
* Create word wall
* Introduce writing rubric
 | * TimeForKids.com
* SAAVAS MyView
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Individual project
* Alternative writing prompts
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.3**

| **Essential Question(s):** How do writers develop effective narratives?  |
| --- |
| **Vocabulary:** narrative, conflict/resolution, plot, characters, setting  |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose**  |
| **Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.  |
| **NJSLS Standard: W.2.3**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 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.  | * Brainstorm basic story elements (setting, plot, character, conflict and resolution)
* Draft narrative (Include descriptions, thoughts and feelings into draft)
* Write a conclusion that resolves the narrative
 | * Conduct mini lesson on story elements
* Use graphic organizers for brainstorming
* Model strategies to develop strong openings and closings (provide examples)
* Teach how to integrate descriptions, thoughts, and feelings into writing (provide examples)
* Introduce transition words
 | * SAAVAS MyView materials
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Individual project
* Alternative writing prompts
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Sequence ideas
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Support sequencing of ideas, helping to point out beginning, middle and end
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Support sequencing of ideas, helping to point out beginning, middle and end
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.4**

| **Essential Question(s):** How do writers create effective pieces of writing?  |
| --- |
| **Vocabulary:**  |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text**  |
| **Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **NJSLS Standard: W.2.4**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| --- | --- | --- | --- |
| (Begins in grade 3)  |   |   |   |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.5**

| **Essential Question(s):** How do writers use the writing process to improve text? |
| --- |
| **Vocabulary:** writing process, brainstorm, prewrite, draft, revise, edit, peer edit, rubric  |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text**  |
| **Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| **NJSLS Standard: W.2.5**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.  | * Complete the following stages of the writing process: brainstorm, draft, revise/edit
* Peer edit

  | * List and model steps of the writing process
* Mini-lessons as needed
* Use writing scoring rubric
* Teach rules/strategies for peer editing
* Conduct writing conferences
 | * Standards Solutions
* SAAVAS MyView
* Smart Exchange (if applicable)
* Personal/Peer writing pieces
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Revise and edit a higher grade level writing piece with a peer
* Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose
 | * Revising checklist
* Focus on student’s strengths
* List of transitional phrases
* Peer editing
* Proofreading marks chart
 | * Revising checklist
* List of transitional phrases
* Peer editing
* Proofreading marks chart
 | * Revising checklist
* List of transitional phrases
* Morning tutoring
* Peer editing
* Proofreading marks chart
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.6**

| **Essential Question(s):** How do writers use technology to facilitate writing and collaboration?  |
| --- |
| **Vocabulary:** publish, blog, wiki, web page, collaborate, peer edit  |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text**  |
| **Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| **NJSLS Standard: W.2.6**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  | * Use technology to record and organize information
* With guidance, use technology to publish writing in a variety of formats (blogs, wikis, web pages, etc.)
* Collaborate with others
 | * Access computer lab
* Demonstrate how to use various publishing technologies
* Provide opportunities for peer collaboration
 | * SAAVAS MyView materials
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Project based assignment incorporating internet research
 | * Model usage of laptops using Smartboard.
* Cooperative groups writing assignments
 | * Model usage of laptops using Smartboard.
* Cooperative groups writing assignments
 | * Model usage of laptops using Smartboard.
* Cooperative groups writing assignments
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.7**

| **Essential Question(s):** How do writers conduct research to demonstrate understanding of a subject?  |
| --- |
| **Vocabulary:** research, sources, evaluate, annotate, organize  |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| **NJSLS Standard: W.2.7**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 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).   | * Explore subject using various sources
* Take notes to record information from sources
* Determine if source is appropriate in relation to topic
* Evaluate and organize information
* Draft research writing project
 | * Provide lesson on basic researching skills
* Provide multiple sources on topics
* Teach annotating/ note taking

 - Highlight or underline main idea and details * Have students complete information sorting activities
* Model how to evaluate information for writing (what to include vs. what not to include)
 | * Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (World Book Online

Magazines (Scholastic News, National Geographic Kids, etc) |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a nonfiction book based on researched topic
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Integrate illustrations that support student created nonfiction book
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Integrate illustrations that support student created nonfiction book
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Integrate illustrations that support student created nonfiction book
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.8**

| **Essential Question(s):** How do writers evaluate and use sources?  |
| --- |
| **Vocabulary:** sources  |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| **NJSLS Standard: W.2.8**  |

| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  | **Common Core Exemplar** |
| --- | --- | --- | --- |
| 8. Recall information from experiences or gather information from provided sources to answer a question.   | * Access prior knowledge to answer questions
* Answer questions by referring to information from a given source
 | * Provide multiple sources on topics
* Model how to use sources to answer questions
 | * BrainpopJr.
* Leveled Library
* Media Center
* Magazines (National Geographic Kids, Scholastic News, etc)
* World Book Online
 |

| **Differentiation/Accommodations/Modifications** |
| --- |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Produce notes in their own words
 | * Color coded guide to citing text evidence
* Story Elements chart
* Building background knowledge
* Videos related to topic
 | * Color coded guide to citing text evidence
* Story Elements chart
* Building background knowledge
* Videos related to topic
 | * Color coded guide to citing text evidence
* Story Elements chart
* Building background knowledge
* Videos related to topic
 |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.9**

| **Essential Question(s):** How do writers apply evidence from text to support conclusions?  |
| --- |
| **Vocabulary:**  |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| **NJSLS Standard: W.2.9**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| (Begins in Grade 4)   |   |   |   |

**Language Arts Curriculum: Grade 2**

**Writing**

**Standard W.2.10**

| **Essential Question(s):** How do writers successfully create text based upon the established time frame, task, purpose and audience? |
| --- |
| **Vocabulary:**  |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| **NJSLS Standard: W.2.10**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| (Begins in Grade 3)   |   |   |   |

**Language Arts Curriculum: Grade 2**

**Speaking and Listening**

| **Essential Question(s):** How do students express thoughts and ideas in an effective manner?  |
| --- |
| **Vocabulary:** discussion, conversation, active listening, on topic  |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  |
| **Standard: SL.2.1**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   |
| 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).  |  Follow determined rules during class discussions   | * Establish and model rules for discussion including:

active listening, turn taking, respect opinions, establishing roles * Create classroom rules chart
* Practice large and small group discussions
 |   |
| b. Build on others’ talk in conversations by linking their explicit comments to the remarks of others.   | * Contribute to the classroom conversations by active listening, asking questions, and linking comments within the

discussion * Demonstrate ability to stay on topic
 | * Provide opportunities for classroom conversations
* Introduce how to link conversations
* Model “give and take” within a discussion
* Model characteristics of good conversation:

 - Pose and respond to questions, avoid repetition, stay on topic, etc.   |   |
| c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  |  Clarify discussion topics during classroom conversation  | * Introduce and model appropriate techniques for further explanation
* Practice large and small group discussions

  |   |

 **Language Arts Curriculum: Grade 2**

**Speaking and Listening**

| **Essential Question(s):** How do readers use information presented in diverse formats to determine main ideas and supporting details?  |
| --- |
| **Vocabulary:** key idea, detail, media, active listening  |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **Standard: SL.2.2**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   | * Listen for and identify key ideas and details in a text read aloud or information presented orally
* Listen for and identify information presented in a variety of formats
* Retell a text or information using key ideas and/or details
 | * Teach/review strategies for active listening
* Present information through various media formats
* Model how to identify key ideas and details in media presented orally

  |   |

**Language Arts Curriculum: Grade 2**

**Speaking and Listening**

| **Essential Question(s):** How do listeners evaluate speakers?  |
| --- |
| **Vocabulary:** N/A  |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| **Standard: SL.2.3**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| 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.   | * Ask and answer questions about information presented by a speaker
* Elaborate on the points made by the speaker
 | * Teach effective questioning strategies to evaluate a speaker
* Teach students how to ask and answer higher level questions (Bloom’s Taxonomy)
 |   |

**Language Arts Curriculum: Grade 2**

**Speaking and Listening**

| **Essential Question(s):** How do speakers vary their presentation of information dependent upon the established task, purpose and audience? |
| --- |
| **Vocabulary:** relevant, irrelevant, time order words, transitions, non-verbal techniques, public speaking, communication, pace, volume, tone  |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| **Standard: SL.2.4**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.   | * Distinguish between relevant and irrelevant

details * Use time order words/transitions to sequence important event
* Use appropriate nonverbal techniques to enhance communication
* Speak at an appropriate pace, volume, and tone
 | * Introduce and model basic public speaking skills
* Demonstrate the use of non-verbal techniques (posture, eye contact, facial expression and gesture)
* Create a public speaking checklist
* Provide opportunities for students to practice public speaking skills

  |   |

**Language Arts Curriculum: Grade 2**

**Speaking and Listening**

| **Essential Question(s):** How do students enhance a presentation?  |
| --- |
| **Vocabulary:** presentation, visual display  |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| **Standard: SL.2.5**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| 5. Use Multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | * Read story or poem

(original or previously published) aloud for recording * Use a variety of formats to enhance reading (visual

display)   |  Use a variety of technologies to record students individually reading aloud: * Tape recorder
* Video camera
* Podcast
* iMovie
* PowerPoint
* Recordable books
 |   |

**Language Arts Curriculum: Grade 2**

**Speaking and Listening**

| **Essential Question(s):** How do students demonstrate command of formal English? |
| --- |
| **Vocabulary:** communicate, clarify, fragment, complete, and run-on sentences  |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 6**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate |
| **Standard: SL.2.6**  |
| **Grade Specific Standard**  | **Skills**  | **Procedures and Examples**  |  |
| 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   | * Distinguish among fragment, complete and run-on sentences
* Speak in complete sentences

 - Provide requested detail or clarification  | * Encourage students to speak in complete sentences
* Model the use of standard English
* Observe and document students’ use of language
 |   |

**Language Arts Curriculum: Grade 2**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English to convey a message?  |
| --- |
| **Vocabulary:** collective nouns, irregular plural nouns, reflexive pronouns, adjectives, adverbs, verbs, simple and compound sentences, conjunctions  |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Standard: L.2.1**  |
| **Skills**  | **Instructional Procedures**  | **Explanations and Examples**  |  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| a. Use collective nouns (e.g., *group*).  |  Identify and define collective nouns  | * Provide examples of collective nouns
* Provide oral and written practice
 |   |
| b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).   | * Identify and define frequently occurring irregular plural nouns
* Form the irregular plurals of frequently occurring singular nouns
 | * Provide examples of irregular plural nouns
* Provide oral and written practice
 |   |
| c. Use reflexive pronouns (e.g., *myself, ourselves*).   | * Identify and define reflexive pronouns
* Demonstrate the use of reflexive pronouns in oral and written language
 | * Provide examples of reflexive pronouns
* Provide oral and written practice
 |   |
| d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).  |  Identify and define past tense of frequently occurring irregular verbs  | * Provide examples of past tense irregular verbs
* Provide oral and written practice
 |   |
| e. Use adjectives and adverbs, and choose between them depending on what is to be modified.   | * Identify and define adjectives and adverbs
* Distinguish between adjectives and adverbs
* Use adjectives and adverbs

correctly  | * Provide examples of adjectives and adverbs (review verbs)
* Demonstrate the correct use of adjectives and adverbs
* Provide oral and written practice
 |   |
| 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*).  | * Distinguish between a simple and compound sentence
* Produce complete simple and compound sentences
 | * Provide examples of complete simple and compound sentences (teach

conjunctions) * Provide oral and written practice
 |   |

 **Language Arts Curriculum: Grade 2**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English mechanics to convey a message?  |
| --- |
| **Vocabulary:** capitalization, commas, apostrophe, contractions, possessive, parts of a letter: greeting and closing, reference materials  |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **Standard: L.2.2**  |
| **Skills**  | **Instructional Procedures**  | **Explanations and Examples**  |  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| a. Capitalize holidays, product names, and geographic names.   | * Distinguish between common and proper nouns
* Demonstrate correct

capitalization of holidays, product names, and geographic names in writing * Use correct capitalization

  | * Provide examples of correct and incorrect capitalization
* Provide written practice
 |   |
| b. Use commas in greetings and closings of letters.   | * Identify the components of a

letter * Demonstrate the correct use of commas when writing letters

  | * Provide examples of letters
* Provide written practice

 - Have students write a friendly letter  |   |
| c. Use an apostrophe to form contractions and frequently occurring possessives.   | * Identify and explain the purpose and formation of contractions and possessives.
* Demonstrate correct formation and use of contractions and possessives.
* Use apostrophes in contractions and possessives correctly.
 | * Provide examples of correct use and formation of contractions and possessives.
* Provide written practice

  |   |
| d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).   | * Identify common spelling patterns.
* Demonstrate use of learned spelling patterns when writing.
 | * Provide examples of spelling patterns (i.e.

word wall) * Provide oral and written practice

  |   |
| e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.   | * Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.
* Strengthen writing by using reference materials when drafting and editing.
 |  Model use of reference materials to check spelling   |   |

**Language Arts Curriculum: Grade 2**

**Language**

| **Essential Question(s):** How do students use their knowledge of language to communicate effectively and increase understanding?  |
| --- |
| **Vocabulary:** formal English, informal English  |
| **Language**  |
| **NJSLS Anchor Standard: Knowledge of Language**  |
| **Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening |
| **Standard: L.2.3**  |
| **Skills**  | **Instructional Procedures**  | **Explanations and Examples**  |  |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| a. Compare formal and informal uses of English.   | * Identify and distinguish between formal and informal English.
* Identify purposes, audiences, and environments that require formal and informal English.
* Adjust use of formal and informal English for purpose, audience, and environment.

   | * Provide examples of formal and informal uses of English
* Listen to examples of formal/informal language
* Provide oral and written practice

  |   |

 **Language Arts Curriculum: Grade 2**

**Language**

| **Essential Question(s):** How do students use context clues and word parts to clarify the meaning of unknown words?  |
| --- |
| **Vocabulary:** context clue, prefix, suffix, root word, compound word, glossary, dictionary  |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **Standard: L.2.4**  |
| **Skills**  | **Instructional Procedures**  | **Explanations and Examples**  |  |
| 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.  |
| a. Use sentence-level context as a clue to the meaning of a word or phrase.  | * Identify context clues that help determine or clarify the meaning of a word or phrase.
* Access prior knowledge to help determine or clarify the meaning of a word or phrase.
* Discuss words and word meanings as they are encountered.
 | * Model the use of context clues to determine the meaning of unknown words
* Provide oral and written practice

  |   |
| 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*).   | * Identify common prefixes and their meaning.
* Use meaning of known words and prefixes to explain the meaning of new words
 | * Create a prefix meaning charts

(i.e. re-, pre-, etc.) * Teach how prefixes affect the meaning of a root word
* Provide written practice

  |   |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).   | * Identify and define the root word in unknown words.
* Identify common suffixes and their meanings.
* Use meaning of prefixes and suffixes to explain the meaning of known root words.
 | * Teach students how to identify known roots within unknown words to determine new word meaning
* Review common prefixes and

suffixes (refer to charts) * Provide written practice

  |   |
| d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).   | * Identify compound words presented orally and in a variety of texts.
* Combine meanings of individual words together to determine meaning of new compound words.
* Use compound words orally and in writing.

  | * Given the definition of compound words, have students identify which individual words would combine to create the compound word
* Provide written practice

  |   |
| e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.   |      | Apply alphabet knowledge to use glossaries and dictionaries. Use guide words and text features to help find information within a specific source. Strengthen writing by using glossaries and beginning dictionaries to determine word choice.  | * Model use of dictionary and glossary when new vocabulary words are presented
* Provide opportunities for practice
 |   |

**Language Arts Curriculum: Grade 2**

**Language**

| **Essential Question(s):** How do students demonstrate their understanding of word meaning when making connections between related words? |
| --- |
| **Vocabulary:** synonym, adjective, verb  |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings. |
| **Standard: L.2.5**  |
| **Skills**  | **Instructional Procedures**  | **Explanations and Examples**  |  |
| 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).  |  Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life   |  Model making connections between words and their uses (verbalize thinking process)   |   |
| b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).   | * Identify synonyms for given verbs and adjectives
* Use context clues to distinguish intensity

(nuances) of meaning among synonyms   | * Verb: Demonstrate different degrees of action Ex: The differences between tossing, hurling, and throwing a ball
* Adjectives: Using an illustration, have students determine adjectives to describe the picture. After creating the list of adjectives, determine which words are most accurate according to the context

  |   |

**Language Arts Curriculum: Grade 2**

**Language**

| **Essential Question(s):** How do student apply their knowledge of the English language to communicate most effectively?  |
| --- |
| **Vocabulary:** N/A  |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Standard: L.2.6**  |
| **Skills**  | **Instructional Procedures**  | **Explanations and Examples**  |  |
| 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).   | * Use grade appropriate language and vocabulary

at a level of proficiency * Use standard English to communicate effectively

  | * Provide strategies and examples of using standard English
* Provide speaking and writing opportunities during which students can strengthen command of standard English

  |   |