

**Green Township School District Grade 2 ELA Curriculum - Revised 2017**

Notes for Teachers				
Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards:  RL.2.1      RI.2.4    RF.2.3A, B,C, F  RL.2.3                    RF.2.4A,B,C  RL.2.5  RL. 2.6  RL.2. 7	Primary Focus Standards:  W.2.3  W.2.5	Primary Focus Standards:   SL.2.1A,B,C  SL 2.6	Primary Focus Standards:  L.2.1B, D, F  L.2.2A,E, B, C, D, E  L.2.4A,D  L.2.5A, B  L 2.6
	Text Type: <ul style="list-style-type: none"> <li>● Literary</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Narrative writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<a href="#">Unit 2</a>	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	RI.2.1    RF.2.3A,B,C, F RI 2.2 RI.2.3    RF.2.4A,B,C RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI 2.9	W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	SL 2.2 SL.2.3	L 2.1 A, C, E L2.2 E L2.4 E
	Text Type: <ul style="list-style-type: none"> <li>• Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Shared research writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<u><a href="#">Unit 3</a></u>	Primary Focus Standards: RL.2.1                      RF.2.3B, D, E, F RL.2.2                      RF.2.4A,B,C	Primary Focus Standards: W.2.1 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B, C SL.2.2 SL.2.3	Primary Focus Standards: L2.1F L2.2 A, C, F

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	<p>RL.2.3</p> <p>RL.2.4      RI.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.9</p>		SL.2.6	
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>● Opinion writing</li> <li>● Informative/explanatory writing</li> <li>● Shared research writing</li> <li>● Routine writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<b><u>Unit 4</u></b>	<p>Primary Focus Standards:</p> <p>RL.2.4      RI.2.1      RF.2.3B,D, E, F</p> <p>RL.2.5      RI.2.2      RF.2.4A,B,C</p> <p>RL.2.7      RI.2.3</p>	<p>Primary Focus Standards:</p> <p>W.2.2</p> <p>W.2.5</p> <p>W.2.6</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.3</p> <p>SL.2.6</p>	<p>Primary Focus Standards:</p> <p>L.2.1F</p> <p>L.2.2E</p> <p>L.2.4B, E</p>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	RL.2.9 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9	W.2.8		L2.6
<a href="#">Unit 5</a>	<ul style="list-style-type: none"> <li>● Primary Focus Standards:</li> <li>RL.2.1 RI 2.2 RF.2.3B,C</li> <li>1 RI 2.3 D, E,</li> <li>RL RI 2.4 F</li> <li>2. RI 2.6</li> <li>2 RI 2.7</li> <li>RL RI</li> <li>2. 2.10</li> <li>3</li> <li>RL</li> <li>2.</li> <li>5</li> <li>RL</li> <li>2.</li> <li>6</li> <li>RL</li> </ul>	<ul style="list-style-type: none"> <li>● Primary Focus Standards:</li> <li>W.2.1</li> <li>W.2.5</li> <li>W.2.6</li> <li>W.2.7</li> <li>W2.8</li> </ul>	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.4 SL 2.6	<ul style="list-style-type: none"> <li>● Primary Focus Standards:</li> <li>L.2.1A, B, C, D, E, F</li> <li>L.2.2A, C, D</li> <li>L.2.3A</li> <li>L.2.4 A, B, C, E</li> <li>L.2.5 A, B</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	<p>2. 7 RL2.1 0</p> <p style="text-align: center;">RF.2.4A,B, C</p>			
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>● Opinion writing</li> <li>● Narrative writing</li> <li>● Shared research writing pieces</li> <li>● Routine writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<b>Unit 1 Grade 2</b> <b>Pacing: 7-8 Weeks</b> <b>September-October</b>		
<b>Grade 2 Unit 1: <i>Imagination</i></b> <b>Writing genre: Narrative</b>		<b>Grade 2 Unit 1 Reading:</b> <i>How do we learn about ourselves and the world around us through story? What is a story?</i>  <b>Grade 2 Unit 1 Writing:</b> <i>How do we communicate experiences through writing?</i>
<b>Grade 2 Unit 1 Reading Standards</b>		<b>Grade 2 Unit 1 Reading Critical Knowledge and Skills</b>
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"> <li>● Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> <li>● Respond to questions asked to demonstrate understanding of key details</li> <li>● Utilize textual evidence to support thinking when asking and answering general questions</li> </ul>
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		<ul style="list-style-type: none"> <li>● Identify the characters in the story</li> <li>● Identify key details in the story</li> <li>● Consider how characters are involved in a story</li> <li>● Analyze their reactions to story events</li> <li>● Identify how the characters solve the problem</li> </ul>
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.	RL.2.5: <ul style="list-style-type: none"> <li>● Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends</li> <li>● Describe the parts of a story (beginning and end)</li> <li>● Describe how the parts of the story build from beginning to end</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

		<p>RI.2.5:</p> <ul style="list-style-type: none"> <li>● Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information</li> <li>● Identify which text features help you find important information about what you're reading</li> <li>● Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text</li> </ul>
	<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"> <li>● Determine the text's main purpose according to what the author wants the reader to know</li> </ul>
<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"> <li>● Utilize information from illustrations, pictures and words from print or digital text</li> <li>● Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot</li> </ul>
		<p>RI.2.7:</p> <ul style="list-style-type: none"> <li>● Utilize information from illustrations, diagrams or images from informational text.</li> <li>● Explain how illustrations, diagrams or images clarify the text</li> </ul>
<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"> <li>● Demonstrate good reading habits</li> <li>● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in</p>		<ul style="list-style-type: none"> <li>● Utilize strategies for decoding two-syllable words in texts</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<p>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"> <li>● Utilize strategies for decoding irregularly-spelled words in texts</li> </ul>
<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"> <li>● Understand grade-level text when reading</li> <li>● Read grade-level text aloud, making minimal errors</li> <li>● Use an appropriate rate when reading aloud</li> <li>● Use appropriate expression and inflection when reading text aloud</li> <li>● Use appropriate self-correction strategies to read words and for understanding</li> <li>● Reread text to better understand what was read, when necessary</li> </ul>
<p><b>Grade 2 Unit 1 Writing Standards</b></p>	<p><b>Grade 2 Unit 1 Writing Critical Knowledge and Skills</b></p>
<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"> <li>● Include an introduction statement</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Choose descriptive words that match thinking, feelings, and actions</li> <li>● Incorporate simple and compound sentence structures</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● End with a closing statement</li> </ul>
<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"> <li>● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> <li>● Utilize conferences, checklist sheets, and peer editing</li> <li>● Reflect on writing</li> </ul>



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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"> <li>● Publish writing both independently and with peers using digital tools</li> <li>● Use keyboarding techniques</li> </ul>
<p><b>Grade 2 Unit 1 Speaking and Listening Standards</b></p>	<p><b>Grade 2 Unit 1 Speaking and Listening Critical Knowledge and Skills</b></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"> <li>● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>● Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>● Use norms of conversations (e.g., eye contact, taking turns, etc)</li> <li>● Connect comments to build on remarks of others</li> <li>● Ask questions and further explanations about topics and/or texts</li> </ul>
<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"> <li>● Demonstrate careful listening in order to describe or recount what is heard</li> <li>● Describe key ideas or details from a text or presentation when presented orally</li> </ul>
<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"> <li>● Articulate ideas (both verbally and in writing) using complete sentences and ideas</li> <li>● Provide details or clarifications when speaking as requested</li> </ul>
<p><b>Grade 2 Unit 1 Language Standards</b></p>	<p><b>Grade 2 Unit 1 Language Critical Knowledge and Skills</b></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: 40px;">L.2.1.A. Use collective nouns (e.g., group).</p>	<ul style="list-style-type: none"> <li>● Define and identify collective nouns in sentences</li> <li>● Use collective nouns in student writing pieces</li> <li>● Identify irregular plural nouns used when reading, writing or speaking</li> <li>● Classify plural nouns as regular or irregular</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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>	<ul style="list-style-type: none"> <li>● Form and use common irregular plural nouns</li> <li>● Identify reflexive pronouns when reading, writing or speaking</li> <li>● Classify pronouns as reflexive</li> <li>● Accurately use reflexive pronouns when reading, writing or speaking</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</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"> <li>● Demonstrate command of the conventions of standard English capitalization when writing</li> <li>● Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<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"> <li>● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</li> </ul>
<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.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>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"> <li>● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language, word relationships, and nuances</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

meanings.  L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	in word meanings  <ul style="list-style-type: none"> <li>Identify the connections of words to real-life experiences</li> </ul>
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).	<ul style="list-style-type: none"> <li>Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</li> <li>Make purposeful language choices to communicate in an effective way</li> <li>Utilize adjectives and adverbs to describe where necessary</li> </ul>

### Unit 1 Grade 2: What This May Look Like

District/School Formative Assessment Plan for Unit 1 Grade 2	District/School Summative Assessment Plan for Unit 1 Grade 2
Running Records Words Their Way Inventory, Star Assessment, Scholastic Red four-square as pre-write for stories with parts of story Student stories (rubric) <i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i>	Running Records Words Their Way Inventory, Star Assessment, Scholastic Red Student published stories STAR Reading Test AR quizzes Response to reading Historical fiction
District/School Texts/Core Instructional Materials	District/School Supplementary Resources
Words Their Way Reading A-Z books and materials Raz-Kids	Anchor charts Various leveled trade books Scholastic Storyworks Junior

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<p>Mentor texts (picture books, short stories, articles, excerpts from books)</p> <p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading</p> <p>STAR Reading Test (monthly)</p> <p>Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills</p> <p>Units of Study for Teaching Reading; Reading Workshop</p> <p>Study Island: Reading/Writing</p> <p>Vocabulary / Spelling City</p> <p>Newsela: Nonfiction Literacy/Current Events</p> <p>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading</p> <p>Various Picture Books (15-25 Per Unit)</p> <p>Flocabulary</p>	<p>Google Keep: Research Tool/Organizing information</p> <p>Storyworks Infographic Template/Planning Pages</p> <p>Storyboardthat.com</p> <p>Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool</p> <p>Sports Illustrated for Kids Magazine</p> <p>National Geographic for Kids</p> <p>Dictionary.com, M-W.com, learnersdictionary.com</p> <p>Britannica School</p> <p>Typing Pal: keyboarding practice</p> <p>Pick-A-Prompt: Writing Topics</p> <p>Wordle.net: Vocabulary</p> <p>Brain Pop: Instructional videos on various topics</p> <p>YouTube: Various skills and topics</p> <p>Magnetic Poetry; Writing</p> <p>Teacher-made documents/quizzes/tests</p> <p>Various picture books</p> <p>Excerpts from various stories and novels</p>
---	---

### Unit 1 Grade 2 District/School Writing Tasks

<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<p>Narrative writing</p> <ul style="list-style-type: none"> <li>● character</li> <li>● struggle</li> <li>● setting</li> <li>● problem</li> <li>● solution</li> </ul>	<p>Introducing cursive writing</p>	<ul style="list-style-type: none"> <li>● During reading/writing workshop, introduce cursive alphabet letters - practice during stations</li> <li>● Journal writing: ask a specific question for students to answer in writing</li> <li>● Write in cursive for journal prompts</li> <li>● Write in cursive during small group (white board answers, etc)</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

Possible Assignments/ Activities to Support Student Learning Within Unit 1 Grade 2			
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Retell a scene from a different point of view (graphic novel, prose, or comic option)</li> <li>● Adding sensory imagery</li> <li>● Descriptions of “struggles”</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Partner games for writing “struggle”</li> <li>● Peer interviews</li> <li>● Peer reviews</li> <li>●</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>● Create a picturebook that describes the struggle</li> <li>●</li> </ul>	
<p><b>Technology standards:</b> 8.1.5.A.1, 8.1.5.A.2</p>			

Plan for Language Study Grade 2 Unit 1		
<p><b><u>New:</u></b> (Embed into reading and writing activities)</p> <ul style="list-style-type: none"> <li>● What is a sentence?                             <ul style="list-style-type: none"> <li>○ <i>A sentence is a group of words giving a complete thought.</i></li> <li>○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i></li> </ul> </li> <li>● What is a subject (in a sentence)?</li> <li>● What is a verb?</li> </ul>	<p><b><u>Review:</u></b> Students’ understandings of foundational language rules (determine/activate students’ prior knowledge).</p> <ul style="list-style-type: none"> <li>● Embed review into reading and writing activities</li> </ul>	<p><b><u>Academic Vocabulary:</u></b></p> <p>Adjectives Nouns Verbs (+irregular) Pronouns Adverbs Author’s purpose Dialogue Paragraph Subject Predicate Tense Simple/compound sentences Setting</p>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

--	--	--

### Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills: Unit 1 Grade 2

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and

*A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.*

*B. Creativity and Innovation: Students demonstrate creative thinking,*

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	<p>communicate knowledge.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>	<p><i>construct knowledge and develop innovative products and process using technology.</i></p>
--	---	---

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

## **Green Township School District Grade 2 ELA Curriculum - Revised 2017**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<b>Unit 2 Grade 2</b> <b>Pacing: 7 - 8 Weeks</b> <b>Late October/November - December (into early January)</b>			
<b>Unit 2: <i>Discovery</i></b> <b>Writing genre: Informational/Explanatory</b>		<b>Unit 2 Reading: <i>How do we share information in writing?</i></b> <b>Unit 2 Writing: <i>How do we gain information from text?</i></b>	
Unit 2 Grade 2 Reading Standards		Unit 2 Grade 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.	<ul style="list-style-type: none"> <li>● Utilize textual evidence to support thinking when asking and answering general questions</li> <li>● Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> </ul>	
RL.2.3. Describe how characters in a story respond to major events and challenges <b>using key details.</b>	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.2.3: <ul style="list-style-type: none"> <li>● Identify the characters in the story</li> <li>● Identify key details in the story</li> <li>● Consider how characters are involved in a story</li> <li>● Analyze their reactions to story events</li> <li>● Identify how the characters solve a problem or challenges</li> </ul>	
		RI.2.3: <ul style="list-style-type: none"> <li>● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text</li> <li>● Identify text details, events, or ideas that are chronological or sequential</li> </ul>	

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

		<ul style="list-style-type: none"> <li>● Retell chronological or sequential text details in the appropriate order</li> <li>● Compare and contrast ideas from the text</li> </ul>
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"> <li>● Analyze how words and phrases provide meaning to a poem, story, or song</li> <li>● Identify the parts of the poem that rhyme</li> <li>● Identify the parts of the poem that show the beat</li> <li>● Determine which part shows alliteration</li> <li>● Define words and phrases specific to grade 2</li> </ul>
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.	RL.2.5: <ul style="list-style-type: none"> <li>● Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends</li> <li>● Describe the parts of a story (beginning and end)</li> <li>● Describe how the parts of the story build from beginning to end</li> </ul>
		RI.2.5: <ul style="list-style-type: none"> <li>● Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information</li> <li>● Identify which text features helps clarify important information about what is being read</li> <li>● Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text</li> </ul>
	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"> <li>● Determine the text’s main purpose according to what the author wants the reader to know</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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 <b>illustrations and</b> 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"> <li>● Utilize information from illustrations, pictures and words from print or digital text</li> <li>● Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot</li> </ul> <p>RI.2.7:</p> <ul style="list-style-type: none"> <li>● Utilize information from illustrations, diagrams or images from informational text.</li> <li>● Explain how illustrations, diagrams or images clarify the text</li> </ul>
<p>RL.2.10 Read and comprehend literature, including stories and poetry, <b>at grade level</b> text complexity <b>or above</b>, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, <b>at grade level</b> text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>● Demonstrate good reading habits</li> <li>● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>
<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. <b>(due to standard realignment, formerly RF.2.3.B)</b></p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. <b>(due to standard realignment, formerly RF.2.3.C)</b></p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. <b>(due to standard realignment, formerly RF.2.3.E)</b></p>		<ul style="list-style-type: none"> <li>● Identify typical vowel combinations</li> <li>● Demonstrate ability to pronounce and spell words with vowel teams</li> <li>● Utilize strategies for decoding two-syllable words in texts</li> <li>● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts</li> </ul>
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>		<ul style="list-style-type: none"> <li>● Understand grade-level text when reading</li> <li>● Read grade-level text aloud, making minimal errors</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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"> <li>● Use an appropriate rate when reading aloud</li> <li>● Use appropriate expression and inflection when reading text aloud</li> <li>● Use appropriate self-correction strategies to read words and for understanding</li> <li>● Reread text to better understand what was read, when necessary</li> </ul>
Unit 2 Grade 2 Writing Standards	Unit 2 Grade 2 Writing Critical Knowledge and Skills
<p>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.</p>	<ul style="list-style-type: none"> <li>● Gather facts, choose best facts to use, and present facts in a clear sequence</li> <li>● Include an introductory statement</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Incorporate facts and definitions</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● End with a closing statement</li> </ul>
<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"> <li>● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> <li>● Utilize conferences, checklist sheets, and peer editing</li> <li>● Reflect on writing</li> </ul>
<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"> <li>● Publish writing both independently and with peers using digital tools</li> <li>● Use keyboarding techniques</li> </ul>
<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"> <li>● Understand their role as part of a team and the work they are required to accomplish</li> </ul>
<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"> <li>● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	<p>research question</p> <ul style="list-style-type: none"> <li>• Take notes</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
<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"> <li>• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>• Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>• Use norms of conversations (e.g., eye contact, taking turns, etc)</li> <li>• Connect comments to build on remarks of others</li> <li>• Ask questions and further explanations about topics and/or texts</li> </ul>
<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"> <li>• Demonstrate storytelling techniques</li> <li>• Report relevant facts and details about experience</li> <li>• Provide clear thoughts and emotion</li> </ul>
<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"> <li>• Utilize digital media to enhance ideas for meaning</li> <li>• Create visuals that emphasize chosen facts or details</li> </ul>
<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"> <li>• Articulate ideas (both verbally and in writing) using complete sentences and ideas</li> <li>• Provide details or clarifications when speaking as requested</li> </ul>
<b>Unit 2 Grade 2 Language Standards</b>	<b>Unit 2 Grade 2 Language Critical Knowledge and Skills</b>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 40px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 40px;">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"> <li>● Define and identify collective nouns in sentences</li> <li>● Articulate the purpose and use of collective nouns</li> <li>● Use collective nouns in student writing, not in isolation</li> <li>● Define and identify adjectives and adverbs when reading, writing or speaking</li> <li>● Classify adjectives and adverbs in sentences when reading and writing</li> <li>● Use adjectives and adverbs to appropriately modify words in the sentence</li> <li>● Define and identify simple and compound sentences when reading and writing</li> <li>● Classify sentences as simple or compound</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 40px;">L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 40px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 40px;">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"> <li>● Demonstrate command of the conventions of standard English capitalization when writing</li> <li>● Define and identify apostrophes in writing</li> <li>● Articulate the purpose and use of apostrophes</li> <li>● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing</li> <li>● Identify common spelling patterns</li> <li>● Utilize common spelling patterns when writing</li> <li>● Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<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"> <li>● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<p>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.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>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"> <li>● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<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"> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>
<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"> <li>● Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</li> <li>● Make purposeful language choices to communicate in an effective way</li> <li>● Utilize adjectives and adverbs to describe where necessary</li> </ul>

### Unit 2 Grade 2: What This May Look Like

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
--	--

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

Written samples: opinion, informative, narrative  
Newspaper article  
Pictorial presentation  
Anecdotal notes  
Running records  
Oral discussion  
Student journals  
Interviews  
*Storyworks* activities  
Journal  
Description of a moment in history  
Speaking sample (flipgrid, etc.)  
Newsela writing responses  
Research outline / draft  
Pre-writing  
One Writer's Share for Reading Fluency/ Public Speaking/Presenting  
STAR Reading Test (monthly)  
Teacher Conference on Reader's Response Notebook (End of each unit)  
Discovery Education practice assignments\*  
Google Classroom questions\*  
Kahoot: review sessions  
Exit tickets  
Class discussions  
Writing drafts and conferences  
Newsela quizzes and responses\*  
Reading responses\*  
Vocabulary quizzes (academic vocabulary & words from read alouds)

*\*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.*

Running Records  
Words Their Way Inventory,  
Star Assessment,  
Scholastic Red  
Student published stories  
STAR Reading Test  
AR quizzes  
Response to readin  
Historical fiction

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

District/School Texts and Core Instructional Materials for Unit 2 Grade 2		District/School Supplementary Resources for Unit 2 Grade 2
<p>Scholastic News, Mentor Texts: informational picture books Anchor Charts Words Their Way Reading A-Z books and materials Raz-Kids Mentor texts (picture books, short stories, articles, excerpts from books) Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop Study Island: Reading/Writing Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books (15-25 Per Unit) Flocabulary</p>	<p>Storyworks Jr. DOGO News PebbleGo, Newsela, Various Leveled Trade Books Anchor charts Various leveled trade books Scholastic Storyworks Junior Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Teacher-made documents/quizzes/tests Various picture books Excerpts from various stories and novels</p>	
District/School Writing Task: Unit 2 Grade 2		
Primary Focus	Secondary Focus	Routine Writing
<p>Informational writing -</p>	<ul style="list-style-type: none"> <li>● Incorporating story into informational tasks</li> </ul>	

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<ul style="list-style-type: none"> <li>● introducing several sub-genres</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to introduce cursive letters practice</li> </ul>	<p>Journal writing:</p> <ul style="list-style-type: none"> <li>● During reading/writing workshop, introduce cursive alphabet letters - practice during stations</li> <li>● Journal writing: ask a specific question for students to answer in writing</li> <li>● Write in cursive for journal prompts</li> <li>● Write in cursive during small group (white board answers, etc)</li> </ul>
--	--	--

### Possible Assignments/ Activities to Support Student Learning Within Unit 2 Grade 2

<ul style="list-style-type: none"> <li>● Informational writing stations (sub-genre reading and writing varieties)</li> <li>● Student-selected informational writing</li> <li>● Student selected how-to</li> </ul>
---

### Plan for Language Study Grade 2 Unit 2

<p><b><u>New:</u></b> (Embed into reading and writing activities)</p> <ul style="list-style-type: none"> <li>● What is a sentence?             <ul style="list-style-type: none"> <li>○ <i>A sentence is a group of words giving a complete thought.</i></li> <li>○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i></li> </ul> </li> <li>● What is a subject (in a sentence)?</li> <li>● What is a verb?</li> </ul>	<p><b><u>Review:</u></b> Students' understandings of foundational language rules (determine/activate students' prior knowledge).</p> <ul style="list-style-type: none"> <li>● Embed review into reading and writing activities</li> </ul>	<p><b><u>Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Context clues</li> <li>Bold print</li> <li>Captions</li> <li>Sub headings</li> <li>Glossary</li> <li>Index</li> <li>Photograph</li> <li>Diagram</li> <li>Author's purpose</li> <li>Dialogue</li> </ul>
--	---	---

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

		Paragraph
--	--	-----------

<b>Interdisciplinary Connections throughout the K-12 Curriculum Unit 2 Grade 2</b>
--

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

<b>Integration of 21st Century Themes and Skills</b>
--

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- 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.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

<b>2014 Technology Standards</b>
----------------------------------

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<b>Unit 3 Grade 2</b> <b>Pacing: 7-8 Weeks</b> <b>January - early March</b>		
<b>Unit 3: Ideas</b> <b>Writing genre: Opinion</b>	<b>Unit 3 Reading:</b> <i>How do we learn about ourselves and the world around us through multicultural text?</i>  <b>Unit 3 Writing:</b> <i>How do we form and defend an opinion?</i>	
Unit 3 Unit 3 Grade 2 Reading Standards		Unit 3 Unit 3 Grade 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.	<ul style="list-style-type: none"> <li>● Utilize textual evidence to support thinking when asking and answering general questions</li> <li>● Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> </ul>
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"> <li>● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables</li> <li>● Determine what lesson of the story</li> </ul>
		RI.2.2: <ul style="list-style-type: none"> <li>● Identify the main idea and overall focus of a multi-paragraph text</li> <li>● Determine the main idea of the text</li> <li>● Determine the important ideas in the text</li> <li>● Determine the details that lead to the main idea</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	<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"> <li>● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text</li> <li>● Identify text details, events, or ideas that are chronological or sequential</li> <li>● Retell chronological or sequential text details in the appropriate order</li> <li>● Compare and contrast ideas from the text</li> </ul>
<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"> <li>● Analyze how words and phrases provide meaning to a poem, story, or song</li> <li>● Identify the parts of the poem that rhyme</li> <li>● Identify the parts of the poem that show the beat</li> <li>● Determine which part shows alliteration</li> <li>● Define words and phrases specific to grade 2</li> </ul>
<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"> <li>● Recognize that characters have different points of view</li> <li>● Determine how the characters think/feel about the events</li> <li>● Identify any characters that have similar thinking</li> <li>● Consider the character’s voice when reading out loud</li> <li>● Describe why a character has a different point of view in a story</li> </ul>
	<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"> <li>● Identify the main points in a text</li> <li>● Identify reasons that the authors uses to support the main points in a text</li> <li>● Evaluate how or why the author uses the reasons to support the main points in a text</li> </ul>
<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"> <li>● Identify similarities and differences of events in different versions of the same story</li> <li>● Identify similarities and differences in characters in different versions of the</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

		<p style="text-align: center;">same story</p> <p>RI.2.9:</p> <ul style="list-style-type: none"> <li>● Identify the most important points in the text</li> <li>● Find similarities and differences in those points when reading texts on the same topic</li> </ul>
<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"> <li>● Demonstrate good reading habits</li> <li>● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>
<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"> <li>● Identify typical vowel combinations</li> <li>● Demonstrate ability to pronounce and spell words with vowel teams</li> <li>● Utilize strategies for decoding words with affixes in texts</li> <li>● Utilize strategies for decoding irregularly-spelled words in texts</li> <li>● Determine if the word looks and sounds right and makes sense</li> <li>● Search for chunks and say them</li> <li>● Focus on the beginning and/or end of the word and try again, when having difficulty</li> </ul>
<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</p>		<ul style="list-style-type: none"> <li>● Understand grade-level text when reading</li> <li>● Read grade-level text aloud, making minimal errors</li> <li>● Use an appropriate rate when reading aloud</li> <li>● Use appropriate expression and inflection when reading text aloud</li> <li>● Use appropriate self-correction strategies to read words and for understanding</li> <li>● Reread text to better understand what was read, when necessary</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

understanding, rereading as necessary.	
<b>Unit 3 Grade 2 Writing Standards</b>	<b>Unit 3 Grade 2 Writing Critical Knowledge and Skills</b>
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"> <li>● Include an introduction statement</li> <li>● State opinion and reasons that support the opinion</li>   <li>● Incorporate simple and compound sentence structures</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Choose descriptive words that match thinking, feelings, and actions</li> <li>● End with a closing statement</li> </ul>
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"> <li>● Gather facts, choose best facts to use, and present facts in a clear sequence</li>   <li>● Include an introductory statement</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Incorporate facts and definitions</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● End with a closing statement</li> </ul>
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"> <li>● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li>   <li>● Utilize conferences, checklist sheets, and peer editing</li>   <li>● Reflect on writing</li> </ul>
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"> <li>● Publish writing both independently and with peers using digital tools</li>   <li>● Use keyboarding techniques</li> </ul>
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"> <li>● Understand their role as part of a team and the work they are required to accomplish</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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"> <li>● 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</li> <li>● Take notes</li> </ul>
<p><b>Unit 3 Grade 2 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Grade 2 Speaking and Listening Critical Knowledge and Skills</b></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"> <li>● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>● Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>● Use norms of conversations (e.g., eye contact, taking turns, etc)</li> <li>● Connect comments to build on remarks of others</li> <li>● Ask questions and further explanations about topics and/or texts</li> </ul>
<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"> <li>● Ask questions about what a speaker is saying to clarify, gather or deepen understanding</li> <li>● Answer questions in order to clarify or gain further information</li> </ul>
<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"> <li>● Utilize digital media to enhance ideas for meaning</li> <li>● Create visuals that emphasize chosen facts or details</li> </ul>
<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"> <li>● Articulate ideas (both verbally and in writing) using complete sentences and ideas</li> <li>● Provide details or clarifications when speaking as requested</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

Unit 3 Grade 2 Language Standards	Unit 3 Grade 2 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 40px;">L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p style="padding-left: 40px;">L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p style="padding-left: 40px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 40px;">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"> <li>● Identify irregular plural nouns used when reading, writing or speaking</li> <li>● Classify plural nouns as regular or irregular</li> <li>● Form and use common irregular plural nouns when writing or speaking</li> <li>● Identify reflexive pronouns when reading, writing or speaking</li> <li>● Classify pronouns as reflexive</li> <li>● Accurately use reflexive pronouns when writing or speaking</li> <li>● Identify irregular verbs in the past tense used when writing or speaking</li> <li>● Classify verbs in the past tense as regular or irregular</li> <li>● Form and use common irregular verbs in the past tense when writing or speaking</li> <li>● Define and identify adjectives and adverbs when reading, writing or speaking</li> <li>● Classify adjectives and adverbs in sentences</li> <li>● Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking</li> <li>● Define and identify simple and compound sentences when reading</li> <li>● Classify sentences as simple or compound</li> <li>● Expand and rearrange complete, simple and compound sentences when writing and speaking</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.2.2.B. Use commas in greetings and closings of letters.</p> <p style="padding-left: 40px;">L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 40px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 40px;">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"> <li>● Define and identify greetings and closings in letters (salutation)</li> <li>● Use commas appropriate to offset greetings and closings in letters</li> <li>● Define and identify apostrophes when reading and writing</li> <li>● Articulate the purpose and use of apostrophes</li> <li>● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing</li> <li>● Identify common spelling patterns</li> <li>● Utilize common spelling patterns when writing</li> <li>● Utilize reference materials and resources to correct one’s own spelling</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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"> <li>● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</li> </ul>
<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.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.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 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"> <li>● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<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"> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>
<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"> <li>● Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</li> <li>● Make purposeful language choices to communicate in an effective way</li> <li>● Utilize adjectives and adverbs to describe where necessary</li> </ul>

### Unit 3 Grade 2: What This May Look Like



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

District/School Formative Assessment Plan for Unit 3 Grade 2	District/School Summative Assessment Plan for Unit 3 Grade 2
<p>Reading Quiz                      AR Tests                      Plan for writing                      Written samples: opinion, informative, narrative                      Newspaper article                      Pictorial presentation                      Anecdotal notes                      Running records                      Oral discussion                      Student journals                      Interviews  <i>Storyworks</i> activities                      Journal                      Description of a moment in history                      Speaking sample (flipgrid, etc.)                      Newsela writing responses                      Research outline / draft                      Pre-writing                      One Writer's Share for Reading Fluency/ Public Speaking/Presenting                      STAR Reading Test (monthly)                      Teacher Conference on Reader's Response Notebook (End of each unit)                      Discovery Education practice assignments*                      Google Classroom questions*                      Kahoot: review sessions                      Exit tickets                      Class discussions                      Writing drafts and conferences                      Newsela quizzes and responses*                      Reading responses*                      Vocabulary quizzes (academic vocabulary &amp; words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments</i></p>	<p>STAR Reading Test                      AR quizzes                      Response to reading                      Historical fiction                      Informational writing piece</p>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

District/School Texts for Unit 3 Grade 2		District/School Supplementary Resources for Unit 3 Grade 2
<p>Multicultural Texts -                      Folk Tale/Fairy Tale Mentor Texts                      Mentor texts (picture books, short stories, articles, excerpts from books)                      Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading                      STAR Reading Test (monthly)                      Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills                      Units of Study for Teaching Reading; Reading Workshop                      Study Island: Reading/Writing                      Vocabulary / Spelling City                      Newsela: Nonfiction Literacy/Current Events                      Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading                      Various Picture Books (15-25 Per Unit)                      Flocabulary</p>		<p>Readers Theater                      Flocabulary.com                      Vocabularyspellingcity.com                      cursive writing printouts</p>
District/School Writing Task: Unit 3 Grade 2		
Primary Focus	Secondary Focus	Routine Writing
<p>Opinion Writing</p>	<p>Incorporating “story” into writing                       Cursive writing practice in stations</p>	<p>Journal writing:</p> <ul style="list-style-type: none"> <li>● Answering a question</li> <li>● Incorporating cursive writing into journal writing</li> </ul> <p>Cursive practice in small group and stations: connecting letters and forming words</p> <ul style="list-style-type: none"> <li>● During reading/writing workshop, introduce</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

		<p>cursive alphabet letters - practice during stations</p> <ul style="list-style-type: none"> <li>● Journal writing: ask a specific question for students to answer in writing</li> <li>● Write in cursive for journal prompts</li> <li>● Write in cursive during small group (white board answers, etc)</li> </ul>
--	--	---

### Possible Assignments/ Activities to Support Student Learning Within Unit 3

<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● 6-word slogan / poster for opinion</li> <li>● Persuasive letter</li> <li>● Opinion piece</li> <li>● Google forms (student-generated survey)</li> <li>● Treasure hunt clues ( prepositional phrases)</li> <li>● Add detail to writing with prepositional phrases to develop setting and time</li> <li>● Revise for run-ons and fragments</li> <li>● Revise for precise word choice</li> </ul>	<p><b>Speaking:</b></p> <p>Pair discussions          Informal debates          (Individual / team)          Fishbowl discussions</p>	<p><b>Multimedia:</b></p> <p>Google forms          Present opinions using digital tool such as Bubblr or Puppet Pals, etc.</p> <p>Peer feedback</p> <p>Digital comic, storyboard, picture book, etc. (option)</p> <p><b>Technology standards:</b>  <b>8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.C.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.F.1</b></p>	
--	--	---	--

### Plan for Language Study Grade 2 Unit 3

<p><b>New:</b> (Embed into reading and writing activities)</p> <ul style="list-style-type: none"> <li>● What is a sentence?             <ul style="list-style-type: none"> <li>○ <i>A sentence is a group of words giving a complete thought.</i></li> <li>○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i></li> </ul> </li> <li>● What is a subject (in a sentence)?</li> </ul>	<p><b>Review:</b> Students’ understandings of foundational language rules (determine/activate students’ prior knowledge).</p> <ul style="list-style-type: none"> <li>● Embed review into reading and writing activities</li> </ul>	<p><b>Academic Vocabulary:</b></p> <p>Paragraph          Subject          Verb          Plural/singular          Prefix          Suffix</p>
--	--	---

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<ul style="list-style-type: none"> <li>• What is a verb?</li> </ul>		Root word Antonym Synonym
---	--	---------------------------------

### Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3 Grade 2

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	<b>CRP12. Work productively in teams while using cultural global competence.</b>
<b>2014 Technology Standards</b>	
<b><u>2014 NJ Technology Standards:</u></b>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<b>Differentiation / Accommodations / Modifications</b>	
<b><u>Gifted and Talented:</u></b>	
<p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest / cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>	
<b><u>English Language Learners:</u></b>	
<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Extended time to complete class work</li> <li>● Provide copy of classnotes</li> </ul>	

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<b>Unit 4 Grade 2</b> <b>Pacing: 7-8 Weeks</b> <b>March - April (early May)</b>		
<b>Unit 4: <i>Connections</i></b> <b>Writing genre: Informative/explanatory</b>		<b>Unit 4 Reading:</b> How and why do we explore different perspectives about a text? How and why do we explore relationships between different texts?  <b>Unit 4 Writing:</b> How do we effectively communicate information in writing?
<b>Unit 4 Reading Standards</b>		<b>Unit 4 Reading Critical Knowledge and Skills</b>
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"> <li>● Utilize textual evidence to support thinking when asking and answering general questions</li> <li>● Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> </ul>
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"> <li>● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.</li> <li>● Determine what lesson is the story teaching</li> </ul>
		RI.2.2: <ul style="list-style-type: none"> <li>● Identify the main idea and overall focus of a multi-paragraph text</li> <li>● Determine the main idea of the text</li> <li>● Determine the important ideas in the text</li> <li>● Determine the details that lead to the main idea</li> </ul>
	RI.2.3. Describe the connection between a series of historical events,	<ul style="list-style-type: none"> <li>● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

	scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>● Identify text details, events, or ideas that are chronological or sequential</li> <li>● Retell chronological or sequential text details in the appropriate order</li> <li>● Compare and contrast ideas from the text</li> </ul>
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"> <li>● Analyze how words and phrases provide meaning to a poem, story, or song</li> <li>● Identify the parts of the poem that rhyme</li> <li>● Identify the parts of the poem that show the beat</li> <li>● Determine which part shows alliteration</li> <li>● Define words and phrases specific to grade 2</li> </ul>
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"> <li>● Recognize that characters have different points of view</li> <li>● Determine how the characters think/feel about the events</li> <li>● Identify any characters that have similar thinking</li> <li>● Consider the character’s voice when reading out loud</li> <li>● Describe why a character has a different point of view in a story</li> </ul>
	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"> <li>● Identify the main points in a text</li> <li>● Identify reasons that the authors uses to support the main points in a text</li> <li>● Evaluate how or why the author uses the reasons to support the main points in a text</li> </ul>
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"> <li>● Identify similarities and differences of events in different versions of the same story</li> <li>● Identify similarities and differences in characters in different versions of the same story</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

		<p>RI.2.9:</p> <ul style="list-style-type: none"> <li>● Identify the most important points in two different texts on the same topic</li> <li>● Find similarities and differences in those points when reading texts on the same topic</li> </ul>
<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"> <li>● Demonstrate good reading habits</li> <li>● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>
<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"> <li>● Identify typical vowel combinations</li> <li>● Demonstrate ability to pronounce and spell words with vowel teams</li> <li>● Utilize strategies for decoding words with affixes in texts</li> <li>● Utilize <b>strategies</b> for decoding irregularly spelling-sound correspondence words in texts</li> <li>● Utilize strategies for decoding irregularly-spelled words in texts</li> <li>● Determine if the word looks and sounds right and makes sense</li> <li>● Search for chunks and say them</li> <li>● Focus on the beginning and/or end of the word and try again, when having difficulty</li> </ul>
<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</p>		<ul style="list-style-type: none"> <li>● Understand grade-level text when reading</li> <li>● Read grade-level text aloud, making minimal errors</li> <li>● Use an appropriate rate when reading aloud</li> <li>● Use appropriate expression and inflection when reading text aloud</li> <li>● Use appropriate self-correction strategies to read words and for understanding</li> <li>● Reread text to better understand what was read, when necessary</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

understanding, rereading as necessary.	
<b>Unit 4 Writing Standards</b>	<b>Unit 4 Writing Critical Knowledge and Skills</b>
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"> <li>● Include an introduction statement</li> <li>● State opinion and reasons that support the opinion</li>   <li>● Incorporate simple and compound sentence structures</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Choose descriptive words that match thinking, feelings, and actions</li> <li>● End with a closing statement</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Incorporate simple and compound sentence structures</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● Include an introduction statement</li> <li>● End with a closing statement</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Choose descriptive words that match thinking, feelings, and actions</li> </ul>
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"> <li>● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li>   <li>● Utilize conferences, checklist sheets, and peer editing</li>   <li>● Reflect on writing</li> </ul>
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"> <li>● Publish writing both independently and with peers using digital tools</li>   <li>● Use keyboarding techniques</li> </ul>
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"> <li>● Understand their role as part of a team and the work they are required to accomplish</li> </ul>
W.2.8. Recall information from experiences or gather information from provided	<ul style="list-style-type: none"> <li>● Read information provided by teacher (words, pictures, digital sources) and/or use</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

sources to answer a question.	<p>background knowledge to select key pieces of information that pertain to the research question</p> <ul style="list-style-type: none"> <li>• Take notes</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
<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"> <li>• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>• Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>• Use norms of conversations (e.g., eye contact, taking turns, etc)</li> <li>• Connect comments to build on remarks of others</li> <li>• Ask questions and further explanations about topics and/or texts</li> </ul>
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Demonstrate careful listening in order to describe or recount what they heard</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Ask questions and understand and answer questions asked of them in order to clarify or gain further information</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Utilize digital media to enhance ideas for meaning</li> <li>• Create visuals that emphasize chosen facts or details</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
L.2.1. Demonstrate command of the conventions of standard English grammar	<ul style="list-style-type: none"> <li>• Identify irregular plural nouns used when writing or speaking</li> <li>• Classify plural nouns as regular or irregular</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<p>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"> <li>● Form and use common irregular plural nouns when reading and speaking</li> <li>● Identify irregular verbs in the past tense used when writing or speaking</li> <li>● Classify verbs in the past tense as regular or irregular</li> <li>● Form and use common irregular verbs in the past tense when writing or speaking</li> <li>● Define and identify adjectives and adverbs when reading</li> <li>● Classify adjectives and adverbs in sentences</li> <li>● Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking</li> <li>● Define and identify simple and compound sentences when reading</li> <li>● Classify sentences as simple or compound</li> <li>● Use simple and compound sentences when writing or speaking</li> <li>● Expand and/or rearrange simple and compound sentence when writing and speaking</li> </ul>
<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"> <li>● Use commas appropriate to offset greetings and closings in letters</li> <li>● Identify common spelling patterns</li> <li>● Utilize common spelling patterns when writing</li> <li>● Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<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"> <li>● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use knowledge of prefixes to determine or clarify the meaning of unknown and</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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>	<p>multiple-meaning words</p> <ul style="list-style-type: none"> <li>● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<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"> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>
<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"> <li>● Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking</li> <li>● Make purposeful language choices to communicate in an effective way when writing and speaking</li> <li>● Utilize adjectives and adverbs to describe where necessary when writing and speaking</li> </ul>

### Unit 4 Grade 2: What This May Look Like

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Reading Quiz            AR Tests            Plan for writing            Written samples: opinion, informative, narrative            Newspaper article            Pictorial presentation            Anecdotal notes            Running records            Oral discussion            Student journals            Interviews  <i>Storyworks</i> activities            Journal            Description of a moment in history            Speaking sample (flipgrid, etc.)            Newsela writing responses            Research outline / draft            Pre-writing            One Writer's Share for Reading Fluency/ Public Speaking/Presenting            STAR Reading Test (monthly)            Teacher Conference on Reader's Response Notebook (End of each unit)            Discovery Education practice assignments*            Google Classroom questions*            Kahoot: review sessions            Exit tickets            Class discussions            Writing drafts and conferences            Newsela quizzes and responses*            Reading responses*            Vocabulary quizzes (academic vocabulary &amp; words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>STAR Reading Test            AR quizzes            Response to reading: setting            Historical fiction</p>



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

District/School Texts		District/School Supplementary Resources	
<p>Words Their Way                      Reading A-Z books and materials                      Raz-Kids                      Mentor texts (picture books, short stories, articles, excerpts from books)                      Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading                      STAR Reading Test (monthly)                      Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills                      Units of Study for Teaching Reading; Reading Workshop                      Study Island: Reading/Writing                      Vocabulary / Spelling City                      Newsela: Nonfiction Literacy/Current Events                      Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading                      Various Picture Books (15-25 Per Unit)                      Flocabulary</p>		<p>Anchor charts                      Various leveled trade books                      Scholastic Storyworks Junior                      Google Keep: Research Tool/Organizing information                      Storyworks Infographic Template/Planning Pages                      Storyboardthat.com                      Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool                      Sports Illustrated for Kids Magazine                      National Geographic for Kids                      Dictionary.com, M-W.com, learnersdictionary.com                      Britannica School                      Typing Pal: keyboarding practice                      Pick-A-Prompt: Writing Topics                      Wordle.net: Vocabulary                      Brain Pop: Instructional videos on various topics                      YouTube: Various skills and topics                      Magnetic Poetry; Writing                      Teacher-made documents/quizzes/tests                      Various picture books                      Excerpts from various stories and novels</p>	
District/School Writing Tasks			
<p><b>Primary Focus</b>                      Review of Informational writing</p>	<p><b>Secondary Focus</b>                      Cursive writing</p>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>● During reading/writing workshop, introduce cursive alphabet letters - practice during stations</li> <li>● Journal writing: ask a specific question for students to answer in writing</li> <li>● Write in cursive for journal prompts</li> <li>● Write in cursive during small group (white board answers, etc)</li> </ul>	

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

Possible Assignments/ Activities to Support Student Learning Within			
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Permission letters / emails (humorous?)</li> <li>● Dialogue writing practice and revision (commas and quotation marks)</li> <li>● Informational article</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Pair / group discussions</li> <li>● Class discussions of literature</li> <li>● Paraphrase information orally</li> <li>● Present information informally to a partner or small group</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>● Infographic or trading card</li> </ul> <p><b>Technology standards:</b> 8.1.5.A.1, 8.1.5.A.2</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Readworks articles and associated activities</li> <li>● discussion in peer groups</li> <li>● DOGOnews articles and activities</li> </ul>

Plan for Language Study Grade 2 Unit 1		
<p><b><u>New:</u></b> (Embed into reading and writing activities)</p> <ul style="list-style-type: none"> <li>● What is a sentence?                             <ul style="list-style-type: none"> <li>○ <i>A sentence is a group of words giving a complete thought.</i></li> <li>○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i></li> </ul> </li> <li>● What is a subject (in a sentence)?</li> <li>● What is a verb?</li> <li>● Collective nouns</li> <li>● reflexive pronouns</li> <li>● capitalization</li> </ul>	<p><b><u>Review:</u></b> Students' understandings of foundational language rules (determine/activate students' prior knowledge).</p> <ul style="list-style-type: none"> <li>● Embed review into reading and writing activities</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>describe define identify character struggle problem solution</p>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- 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.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### [2014 NJ Technology Standards:](#)

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### **Differentiation / Accommodations / Modifications**

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<b>Unit 5 Grade 2</b> <b>Pacing: 6 - 7 Weeks</b> <b>May - June</b>		
<b>Unit 5: <i>Independence</i></b> <b>Writing genre: Opinion with Narrative</b>		<b>Unit 5 Reading:</b> How does reflecting on what we read help us to form ideas? <b>Unit 5 Writing:</b> How do we form and defend an opinion?
Unit 5 Grade 2 Reading Standards		Unit 5 Grade 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.	<ul style="list-style-type: none"> <li>● Utilize textual evidence to support thinking when asking and answering general questions</li> <li>● Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> </ul>
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"> <li>● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.</li> <li>● Determine what lesson is the story teaching</li> </ul>
		RI.2.2: <ul style="list-style-type: none"> <li>● Identify the main idea and overall focus of a multi-paragraph text</li> <li>● Determine the main idea of the text</li> <li>● Determine the important ideas in the text</li> <li>● Determine the details that lead to the main idea</li> </ul>
	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"> <li>● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text</li> <li>● Identify text details, events, or ideas that are chronological or sequential</li> <li>● Retell chronological or sequential text details in the appropriate order</li> <li>● Compare and contrast ideas from the text</li> </ul>
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"> <li>● Analyze how words and phrases provide meaning to a poem, story, or song</li> <li>● Identify the parts of the poem that rhyme</li> <li>● Identify the parts of the poem that show the beat</li> <li>● Determine which part shows alliteration</li> <li>● Define words and phrases specific to grade 2</li> </ul>



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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"> <li>● Recognize that characters have different points of view</li> <li>● Determine how the characters think/feel about the events</li> <li>● Identify any characters that have similar thinking</li> <li>● Consider the character’s voice when reading out loud</li> <li>● Describe why a character has a different point of view in a story</li> </ul>
	<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"> <li>● Identify the main points in a text</li> <li>● Identify reasons that the authors uses to support the main points in a text</li> <li>● Evaluate how or why the author uses the reasons to support the main points in a text</li> </ul>
<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"> <li>● Identify similarities and differences of events in different versions of the same story</li> <li>● Identify similarities and differences in characters in different versions of the same story</li> </ul>
		<p>RI.2.9:</p> <ul style="list-style-type: none"> <li>● Identify the most important points in two different texts on the same topic</li> <li>● Find similarities and differences in those points when reading texts on the same topic</li> </ul>
<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"> <li>● Demonstrate good reading habits</li> <li>● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>
<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"> <li>● Identify typical vowel combinations</li> <li>● Demonstrate ability to pronounce and spell words with vowel teams</li> <li>● Utilize strategies for decoding words with affixes in texts</li> <li>● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts</li> <li>● Utilize strategies for decoding irregularly-spelled words in texts</li> <li>● Determine if the word looks and sounds right and makes sense</li> <li>● Search for chunks and say them</li> <li>● Focus on the beginning and/or end of the word and try again, when having difficulty</li> </ul>
<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</p>		<ul style="list-style-type: none"> <li>● Understand grade-level text when reading</li> <li>● Read grade-level text aloud, making minimal errors</li> <li>● Use an appropriate rate when reading aloud</li> <li>● Use appropriate expression and inflection when reading text aloud</li> <li>● Use appropriate self-correction strategies to read words and for understanding</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>● Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 5 Grade 2 Writing Standards</b>	<b>Unit 5 Grade 2 Writing Critical Knowledge and Skills</b>
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"> <li>● Include an introduction statement</li> <li>● State opinion and reasons that support the opinion</li> <li>● Incorporate simple and compound sentence structures</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Choose descriptive words that match thinking, feelings, and actions</li> <li>● End with a closing statement</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Incorporate simple and compound sentence structures</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● Include an introduction statement</li> <li>● End with a closing statement</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Choose descriptive words that match thinking, feelings, and actions</li> </ul>
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"> <li>● Gather facts, choose best facts to use, and present facts in a clear sequence</li> <li>● Include an introductory statement</li> <li>● Describe order of events using transition words (e.g. first, next, then, last)</li> <li>● Incorporate facts and definitions</li> <li>● Use linking words (e.g., because, and, also)</li> <li>● End with a closing statement</li> </ul>
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"> <li>● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> <li>● Utilize conferences, checklist sheets, and peer editing</li> <li>● Reflect on writing</li> </ul>
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"> <li>● Publish writing both independently and with peers using digital tools</li> <li>● Use keyboarding techniques</li> </ul>
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"> <li>● Understand their role as part of a team and the work they are required to accomplish</li> </ul>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>● 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</li> <li>● Take notes</li> </ul>
<b>Unit 5 Grade 2 Speaking and Listening Standards</b>	<b>Unit 5 Grade 2 Speaking and Listening Critical Knowledge and Skills</b>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<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"> <li>● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>● Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>● Use norms of conversations (e.g., eye contact, taking turns, etc)</li> <li>● Connect comments to build on remarks of others</li> <li>● Ask questions and further explanations about topics and/or texts</li> </ul>
<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"> <li>● Demonstrate careful listening in order to describe or recount what they heard</li> </ul>
<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"> <li>● Ask questions and understand and answer questions asked of them in order to clarify or gain further information</li> </ul>
<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"> <li>● Utilize digital media to enhance ideas for meaning</li> <li>● Create visuals that emphasize chosen facts or details</li> </ul>
<p><b>Unit 5 Grade 2 Language Standards</b></p>	<p><b>Unit 5 Grade 2 Language Critical Knowledge and Skills</b></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.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"> <li>● Identify irregular plural nouns used when writing or speaking</li> <li>● Classify plural nouns as regular or irregular</li> <li>● Form and use common irregular plural nouns when reading and speaking</li> <li>● Identify irregular verbs in the past tense used when writing or speaking</li> <li>● Classify verbs in the past tense as regular or irregular</li> <li>● Form and use common irregular verbs in the past tense when writing or speaking</li> <li>● Define and identify adjectives and adverbs when reading</li> <li>● Classify adjectives and adverbs in sentences</li> <li>● Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking</li> <li>● Define and identify simple and compound sentences when reading</li> <li>● Classify sentences as simple or compound</li> <li>● Use simple and compound sentences when writing or speaking</li> <li>● Expand and/or rearrange simple and compound sentence when writing and speaking</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>● Use commas appropriate to offset greetings and closings in letters</li> <li>● Identify common spelling patterns</li> <li>● Utilize common spelling patterns when writing</li> <li>● Utilize reference materials and resources to correct one's own spelling</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

needed to check and correct spellings.	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	<ul style="list-style-type: none"> <li>● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</li> </ul>
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. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 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). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>
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).	<ul style="list-style-type: none"> <li>● Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking</li> <li>● Make purposeful language choices to communicate in an effective way when writing and speaking</li> <li>● Utilize adjectives and adverbs to describe where necessary when writing and speaking</li> </ul>

### Unit 5 Grade 2: What This May Look Like

District/School Formative Assessment Plan: Unit 5 Grade 2	District/School Summative Assessment Plan: Unit 5 Grade 2
Running Records Words Their Way Inventory, STAR Assessment, Scholastic Red	Running Records Words Their Way Inventory, Star Assessment, Scholastic Red Student published stories

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<p>four-square as pre-write for stories with parts of story Student stories (rubric)</p> <p style="text-align: center;"><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>	<p>STAR Reading Test AR quizzes Response to reading Historical fiction Choice writing piece</p>	
<b>District/School Texts: Unit 5 Grade 2</b>	<b>District/School Supplementary Resources: Unit 5 Grade 2</b>	
<p>Words Their Way Reading A-Z books and materials Raz-Kids Mentor texts (picture books, short stories, articles, excerpts from books) Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop Study Island: Reading/Writing Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books (15-25 Per Unit) Flocabulary</p>	<p>Anchor charts Various leveled trade books Scholastic Storyworks Junior Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Teacher-made documents/quizzes/tests Various picture books Excerpts from various stories and novels</p>	
<b>District/School Writing Tasks: Unit 5 Grade 2</b>		
<p><b>Primary Focus</b> CHOICE writing unit: Narrative writing</p>	<p><b>Secondary Focus</b> Practice adding story to Informational and Opinion Creating a strong struggle</p>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• During reading/writing workshop, introduce cursive alphabet letters - practice during stations</li> </ul>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

<ul style="list-style-type: none"> <li>● character</li> <li>● struggle</li> <li>● setting</li> <li>● problem</li> <li>● solution</li> </ul> <p>Informational Writing Opinion Writing</p>		<ul style="list-style-type: none"> <li>● Journal writing: ask a specific question for students to answer in writing</li> <li>● Write in cursive for journal prompts</li> <li>● Write in cursive during small group (white board answers, etc)</li> </ul>
--	--	--

<b>Possible Assignments/ Activities to Support Student Learning Within Unit 5 Grade 2</b>

<b>Plan for Language Study Grade 2 Unit 1</b>		
<p><b><u>New:</u></b> (Embed into reading and writing activities)</p> <ul style="list-style-type: none"> <li>● What is a sentence?             <ul style="list-style-type: none"> <li>○ <i>A sentence is a group of words giving a complete thought.</i></li> <li>○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i></li> </ul> </li> <li>● What is a subject (in a sentence)?</li> <li>● What is a verb?</li> </ul>	<p><b><u>Review:</u></b> Students’ understandings of foundational language rules (determine/activate students’ prior knowledge).</p> <ul style="list-style-type: none"> <li>● Embed review into reading and writing activities</li> <li>● Nouns</li> <li>● adjectives</li> <li>● adverbs</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>struggle compare</p>

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

### Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
([Word](#) | [PDF](#))

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### **Differentiation / Accommodations / Modifications**

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)



## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.

## Green Township School District Grade 2 ELA Curriculum - Revised 2017

- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.

## **Green Township School District Grade 2 ELA Curriculum - Revised 2017**

- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.