



**Allamuchy Township School District  
Allamuchy, NJ**

**Language Arts  
Grade 2**

**CURRICULUM GUIDE**

**September 8, 2019**

**Mr. Joseph E. Flynn, Superintendent**

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Updated by: Andrea Aussems**

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

**Approved by the Allamuchy Board of Education  
At the regular meeting held on September 23, 2019  
And**

***Aligned with the New Jersey Core Curriculum Content Standards  
And Common Core Content Standards***

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## **Philosophy and Rationale**

The Allamuchy Township School District's K-5 Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Allamuchy Township School incorporates various opportunities for students to experience using their skills both inside and outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction. Learning to read literature, write, speak and listen for comprehension enables students to discover personal meaning and success throughout their lives.

## **Mission Statement**

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

## **The Allamuchy Learner**

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

## **Scope and Sequence**

### **Unit 1**

#### **Reading Literature Text**

Ask and answer key questions, understand key details, recount stories including fables and folktales, determine messages and themes, describe character changes, describe how words supply rhythm and meaning in poetry and songs, describe beginning middle and end of a story, differentiate between character points of view, use illustration to demonstrate understanding and meaning, compare and contrast two or more versions of a story.

### **Unit 2**

#### **Reading Information Text**

Ask and answer key questions, identify main topic, describe connections between events and concepts, determine meaning of words and phrases, know how to use text features to locate key facts, identify main purpose, identify what the author wants you to know, explain illustrations, identify connections of reasons to support specific points, compare and contrast important points by two texts, read and comprehend informational texts.

### **Unit 3**

#### **Reading Foundational Skills**

Know and apply grade level phonics, decode words, know spelling sound correlations for vowel teams, prefixes, suffixes, identify words with inconsistent spelling sounds, recognize grade level irregular spelled words, recognize grade level high frequency words, Read with sufficient accuracy, fluency to support comprehension, read with understanding, read with accuracy and expression, use context to self-correct and understand.

### **Unit 4**

#### **Writing**

Write opinion pieces, write informational/explanatory texts, write narratives which recount sequence of events, write various forms of text with relevance to topic, supporting details, along with meaningful and descriptive word choices, strengthen writing through self-reflection and editing, publish work through a variety of digital tools, participate in group research and writing projects.

### **Unit 5**

#### **Speaking and Listening**

Participate in collaborative conversations regarding various texts, follow rules for discussions, build on others' conversations by linking comments, ask for clarification and explanation, recount key details from read aloud sources, ask questions to speakers to clarify information, recount story with key details while speaking in coherent sentences, use multimedia sources to clarify ideas and thoughts, produce complete sentences to provide clarification.

### **Unit 6**

#### **Language**

Demonstrate command of English language, use collective nouns, irregular plural noun use, reflexive pronouns, past tense irregular verbs, adjectives, adverbs, produce and organize simple and compound sentences, capitalization, commas in greeting and letters, apostrophe to form contractions, spelling patterns, check digital resources to correct spelling, use context clues to learn meanings of word and phrases, use prefix to find meaning of new words, use root words to find meanings for new words, compound word meanings, using glossaries to clarify meanings of words and phrases, grade appropriate high frequency words.

**Scope & Sequence is based on a 180 day Second Grade school year.**

## Standards

### Stage 1: Desired Results

#### Unit 1

#### Progress Indicators for Reading Literature Text

#### **Key Ideas and Details**

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

#### **Craft and Structure**

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.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### **Integration of Knowledge and Ideas**

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.

RL.2.8. (Not applicable to literature)

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.

#### **Range of Reading and Level of Text Complexity**

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

## **Essential Questions**

How do you know what a story is mostly about?

What clues in the story tell you about the characters?

How do illustrations help us to understand text?

## **Enduring Understanding**

- Understanding of a text's features, structures, and characteristics help readers better relate to the text.
- Letters and letter combinations represent sounds.
- Readers use language structure and context clues to identify and understand meanings of word.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Readers can develop, select, and apply strategies to enhance their comprehension.
- Readers can compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

## **Knowledge and Skills**

- Students will be able to acknowledge different character points of view.
- Compare and contrast two different versions of the same story.
- Demonstrate an understanding of sequence of events and describe the parts of a story (beginning, middle and end).
- Compare and contrast key details to demonstrate an understanding of story elements.
- Determine the text's main purpose according to what the author wants the reader to know.
- Utilize information from illustrations, pictures and words to explain how they provide a clearer understanding of character, setting, and plot.
- Identify text features (e.g., subheadings, glossaries, bold print, etc.) that help find important information about the story.
- Demonstrate good reading habits using appropriate rate, expression and selfcorrection strategies when reading various types of texts aloud.
- Participate in a variety of grade-appropriate, structured conversations and connect comments to build on the remarks of others.
- Show an understanding of newly acquired vocabulary gathered from reading and discussions.

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

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

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

- Answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- Guided reading group practice activities of reading aloud and strategies to decode words.
- Partnering with peers to share thoughts and opinions, and share conclusions with whole group.
- Producing personal writing works to share with class and for end of the year student portfolios.
- Define vocabulary for each unit.

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

- Reading Wonders Fluency Assessment
- Reading Wonders Unit Assessments
- Reading Wonders Benchmarks
- High frequency word assessment
- Orton Gillingham Assessments
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Daily Writing Journals
- Rubrics
- Book Reports
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

**Stage 3: Learning Plan**

Students will be engaged through read-alouds, songs, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Second Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will take Accelerated Readers to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham review drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, daily writing journals, book reports, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, sand and educational games.

In this Unit, second graders will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

## **Time Allotment**

September-November

## **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Daily Writers Journal, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

## **Stage 1: Desired Results**

### Unit 2

#### Progress Indicators for Reading Informational Text

#### **Key Ideas and Details**

RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

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

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

#### **Craft and Structure**

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

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

#### **Integration of Knowledge and Ideas**

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

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

### **Range of Reading and Level of Text Complexity**

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

### **Essential Questions**

How do you know what a story is mostly about?

How can chapter headings help you?

How does asking questions help us to better comprehend what the author wants us to know?

### **Enduring Understanding:**

- Understanding of a text's features, structures, and characteristics can help the readers better understand the meaning of the text
- Letters and letter combinations represent sounds.
- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Readers can use strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.

### **Knowledge and Skills:**

Upon the completion of the unit, the student learners will:

- Utilize text evidence to support thinking when asking and answering general questions.
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text.
- Analyze how words and phrases provide meaning to the text.
- Explain how illustrations, diagrams, or images clarify the text.
- Determine the text's main purpose according to what the author wants the reader to know.
- Read various types of texts proficiently, independently, and closely within the leveled readers.
- Recognize various text features to help us locate key facts in the text.
- Compare and contrast important points between two texts.

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

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

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

- Produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- Answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- Guided reading group practice activities of reading aloud and strategies to decode words.
- Partnering with peers to share thoughts and opinions, and share conclusions with whole group.
- Producing personal writing works to share with class and for end of the year student portfolios.
- Define vocabulary for each unit.

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

- Reading Wonders Fluency Assessment
- Reading Wonders Unit Assessments
- Reading Wonders Benchmarks
- High frequency word assessment
- Orton Gillingham Assessments
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Daily Writing Journals
- Rubrics
- Book Reports
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

**Stage 3: Learning Plan**

Students will be engaged through read-alouds, songs, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Second Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will take Accelerated Readers to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham review drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, daily writing journals, book reports, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, sand and educational games.

In this Unit, second graders will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also

focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

### **Time Allotment**

November-December

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Daily Writers Journal, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

### **Stage 1: Desired Results**

#### **Unit 3**

#### **Progress Indicators for Reading Foundational Skills**

#### **Phonics and Word Recognition**

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

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

#### **Fluency**

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Essential Questions**

How do readers understand purpose of the text?

How does fluency affect reading comprehension?

How can readers improve their speed, accuracy, and expression when reading?

How do readers decode words for better understanding?

How to apply grade level phonics?

## **Enduring Understandings**

- Readers develop a deeper understanding through comprehension of text.
- Reading with accuracy and fluency aids in comprehension.
- Recognize organization of text.
- Recognize words, sounds and syllables of words.
- Develop understanding of word analysis and decoding.

## **Knowledge and Skills (SWBAT embedded course proficiencies)**

- Know spelling-sound correspondences for common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Students will be able to read with grade level fluency.
- Students will read on level text with purpose and understanding
- Students will read grade level text orally with accuracy, appropriate rate, and expression.
- Students will be able to participate in collaborative conversation with diverse partners about grade 2 topics and text with peers and adults in small and large groups.
- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.
- Students will be able to use context to self-correct word recognition and understanding.

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

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

- Completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.
- Produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- Answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- Guided reading group practice activities of reading aloud and strategies to decode words.
- Partnering with peers to share thoughts and opinions, and share conclusions with whole group.
- Producing personal writing works to share with class and for end of the year student portfolios.
- Define vocabulary for each unit.

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

- Reading Wonders Fluency Assessment
- Reading Wonders Unit Assessments
- Reading Wonders Benchmarks

- High frequency word assessment
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- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

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

Students will be engaged through read-alouds, songs, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Second Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will take Accelerated Readers to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham review drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, daily writing journals, book reports, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, sand and educational games.

In this Unit, second graders will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

### **Time Allotment**

December-February

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Daily Writers Journal, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

## **Stage 1: Desired Results**

### **Unit 4**

#### **Progress Indicators for Writing**

##### **Text Types and Purposes**

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.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. 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.

##### **Production and Distribution of Writing**

W.2.4. (Begins in grade 3)

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.

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.

##### **Research to Build and Present Knowledge**

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).

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

W.2.9. (Begins in grade 4)

##### **Range of Writing**

W.2.10. (Begins in grade 3)

### **Essential Questions**

Where do writers get their ideas?  
What details can I add to enhance my writing?  
How do you know if something a fact or opinion?

### **Enduring Understanding**

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
  - Opinion writing is a means to express ideas of importance and provide convincing evidence.
- Writers can enhance their writing by adding details.
  - Writers get their ideas for writing from their own personal experiences and from the world.
- Narrative writing is a means to share stories based on personal experiences.
- Informational writing is a means to help others understand and learn.
- Demonstrate understanding between facts and opinions.

### **Knowledge and Skills (SWBAT embedded course proficiencies)**

- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood
- Students will be able to create sentences to produce personal narratives on a given topic
- Students will be able to utilize correct punctuation, capitalization and grammar with prompting and support.
- Students will respond to questions and suggestions from peers and the teacher to add details to strengthen writing
- Students will be able to participate in collaborative conversation with diverse partners about grade 2 topics and text with peers and adults in small and large groups.
- Students will be able to use facts to write an informative story.
- Students will be able to write an opinion piece to introduce a topic and supply reasons for their opinion.
- Students will be able to determine a topic.
- Students will be able to write a narrative recounting events in sequential order.
- Students will be able to participate in group research and writing projects.
- Students will be able to recall information from experiences and gather information from various sources.

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

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- Completing a graphic organizer with words and illustrations identifying the beginning, middle and end of a story.
- Produce a Venn diagram to compare and contrast key details to demonstrate an understanding of story elements.
- Answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- Guided reading group practice activities of reading aloud and strategies to decode words.
- Partnering with peers to share thoughts and opinions, and share conclusions with whole group.
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- Define vocabulary for each unit.

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

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**Stage 3: Learning Plan**

Students will be engaged through read-alouds, songs, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Second Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will take Accelerated Readers to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham review drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, daily writing journals, book reports, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, sand and educational games.

In this Unit, second graders will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

### **Time Allotment**

February-March

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Daily Writers Journal, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

### **Stage 1: Desired Results**

#### **Unit 5**

#### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. 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.

#### **Presentation of Knowledge and Ideas**

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

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

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

### **Essential Questions**

Why is being an active listener important?

Why is it so important to follow the rules for active discussions?

How can we better understand the information that is being conveyed to us?

### **Enduring Understanding**

- Participating in conversations help to understand topics.
- There is a structure that allows us to communicate our message clearly.
- Active listening helps us to understand our world.
- Speakers to need to ask questions to clarify something that is not understood.
- Adding pictures and displays can clarify ideas and meanings.

### **Knowledge and Skills (SWBAT embedded course proficiencies)**

- Students will demonstrate listening skills for information and understanding.
- Students will be able to participate in collaborative conversation with diverse partners about grade 2 topics and text with peers and adults in small and large groups.
- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.
- Students will demonstrate following rules for whole group discussion.
- Build on others' talk in conversation by responding to the comments of others.
- Ask questions to clear up confusion about topics or texts under discussion.
- Describe clearly people, places, things, and events with relevant details.
- Add drawings/visuals when appropriate to clarify ideas, thoughts and feelings.
- Students will be able to recall ideas heard from an informational or narrative read aloud source.

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

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

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

- Answer teacher directed questions using text evidence to explain the meanings of headings, the story elements and the author's purpose.
- Guided reading group practice activities of reading aloud and strategies to decode words.
- Partnering with peers to share thoughts and opinions, and share conclusions with whole group.
- Producing personal writing works to share with class and for end of the year student portfolios.
- Define vocabulary for each unit.

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

- Reading Wonders Fluency Assessment
- Reading Wonders Unit Assessments
- Reading Wonders Benchmarks
- High frequency word assessment
- Orton Gillingham Assessments
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Daily Writing Journals
- Rubrics
- Book Reports
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

**Stage 3: Learning Plan**

Students will be engaged through read-alouds, songs, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Second Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will take Accelerated Readers to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham review drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, daily writing journals, book reports, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, sand and educational games.

In this Unit, second graders will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

## **Time Allotment**

March- April

## **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Daily Writers Journal, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

## **Stage 1: Desired Results**

### Unit 6

### Progress Indicators for Language

#### **Conventions of Standard English**

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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*).

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

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

#### **Knowledge of Language**

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Compare formal and informal uses of English.

## **Vocabulary Acquisition and Use**

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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

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*).

## **Essential Questions**

How do the rules of language affect communication?

How does having understanding and command of the English language affect our lives?

How can we understand a connection between words and their use in our lives?

## **Enduring Understanding**

- Understanding that language is important when speaking and writing.
  - Rules and conventions help readers and writers understand what is being communicated.
- Words and phrases help us understand the meaning of sentences.
- Describe what is learned from a character's words and actions.
- Determine what details helps you make a decision about a character.
- Descriptive words can enhance the meaning of the text.

## **Knowledge and Skills (SWBAT embedded course proficiencies)**

- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs correctly depending on what is to be modified.
- Students will be able to show an understanding of nouns, pronouns, adjectives, adverbs, and verbs in reading, writing or speaking.
- Use glossaries and beginning dictionaries to clarify the meanings of words and phrases.
- Students will be able to utilize correct punctuation, capitalization and grammar with prompting and support.
- Students will be able to produce, organize and edit simple and compound sentences.
- Students will be able to use commas properly. Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Students will use verbs to convey a sense of past, present and future.
- Students will demonstrate following rules for whole group discussion.
- Students will be able to use personal, possessive, and indefinite pronouns.
- Students will be able to capitalize dates and names of people.
- Students will be able to use conventional spelling for common patterns.
- Students will recognize grade level sight words.
- Students will use context clues to gain meaning of new words.
- Identify common root words and their inflectional endings.
- Students will be able to use meaning of individual word to predict meaning of a new compound word.
- Students will be able to predict meaning of new words when a prefix is added.
- Students will be able to identify connections between words and their use.

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

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

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### **Time Allotment**

May-June

### **Resources**

Reading Wonders Curriculum Materials such as:  
Leveled Readers, Read Alouds, Big Books, Smartboard  
Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, Daily Writers Journal, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

## Resources

### **Reading Wonders**

Reading Wonders is a reading program designed specifically for the Common Core State Standards for Reading/Language Arts. It combines research-based instruction with new tools to meet today's challenges. Every component and every lesson is designed for effective and efficient CCSS instruction. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. *Wonders* connects and engages students to high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished writers. *Wonders* connects students to the world around them by providing unsurpassed multimedia resources that speak to students in their own terms, *Wonders* makes the connections that prepare students to succeed and teachers to guide them appropriately.

### **Rigby Literacy**

The Rigby Literacy K-5 program is classroom tested and scientifically research based. The instructional approaches for Rigby Literacy include modeled, shared, guided, interactive, and independent reading and writing. Within Rigby Literacy lessons, comprehension strategies and literacy skills are modeled and practiced. Students are engaged before, during, and after reading. They read and respond to a variety of fiction genres and nonfiction text types that complement the classroom. The whole-group and small-group instruction in the Rigby Literacy lesson plans is tailored to address the diversity and needs of students as they engage in rich literacy learning experiences.

### **Orton- Gillingham Reading**

Orton-Gillingham is a multi-sensory approach to teaching reading. This method relies on directly teaching the fundamental structure of language and will benefit all students. Instruction begins with simple sound/symbol relationships and progresses logically to more complex concepts. Such an approach combines a strong literature program that includes a rich mixture of written and oral language with organized, direct instruction to meet the needs of the emergent reader. The techniques include direct instruction in phonetic rules and word attack strategies. These methods help cultivate an understanding of language that beginning readers need to develop important language skills.

## **New Jersey Core Curriculum and Common Core Content Standards**

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

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

The following websites are sources for the following 21<sup>st</sup> Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

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

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

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

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

### **Learning and Innovation Skills**

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

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

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

### **Life and Career Skills**

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

### **Integration of Digital Tools**

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

## **CURRICULUM MODIFICATIONS**

### **Special education and 504 students**

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

#### **General modifications:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### **Behavior modifications:**

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

### **Students at risk of school failure**

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

### **English language learner students (ELL)**

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

### **Gifted and talented students (G&T)**

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

### **Learning Environments:**

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking

- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities