



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English Language Arts- Grade 2

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

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Grade: Second		Content: English Language Arts
Unit: 1		Time Frame: 43-45 days
New Jersey Learning Standards READING LITERATURE	Skills	I Can Statements
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can asking and answering questions help me to understand key details in the text? • Why is it important to make and confirm predictions before and during reading? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story. • I can ask questions to show I understand important details in a story
<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does knowing a character’s point of view help me to better understand the text? • How does the character’s point of view change throughout the story? 	<ul style="list-style-type: none"> • Identify the characters in the story • Identify key details in the story • Consider how characters are involved in a story • Analyze their reactions to story events • Identify how the characters solve the problem 	<ul style="list-style-type: none"> • I can how characters act when things happen in a story.
<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s use of structure affect the meaning of the text? • Why does the structure of the text matter 	<ul style="list-style-type: none"> • Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end) • Describe how the parts of the story build from beginning to end 	<ul style="list-style-type: none"> • I can tell the important details about how a story begins and ends

<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>Essential Questions:</p> <ul style="list-style-type: none"> • What can illustrations tell me about the story? • What can illustrations tell me about story elements? 	<ul style="list-style-type: none"> • Utilize information from illustrations, pictures and words from print or digital text • Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot 	<ul style="list-style-type: none"> • I can use illustration and text to tell about the setting of a story. • I can use illustration and text to tell about the characters of a story. • I can use illustration and text to tell about the plot of a story.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band 	<ul style="list-style-type: none"> • I can read and understand stories at my grade level.
<p align="center">New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p align="center">Skills</p>	<p align="center">I Can Statements</p>
<p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors include key details in informational text? • How do good readers use questions to understand key details in text? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read. • I can ask questions to show that I know what I read.

<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can readers use text features to help locate key facts or information? • How can the overall structure and the text features help the reader make meaning 	<ul style="list-style-type: none"> • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information • Identify which text features help you find important information about what you're reading • Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text 	<ul style="list-style-type: none"> • I can use text features to find information quickly.
<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What is the main purpose of the text? 	<ul style="list-style-type: none"> • Determine the text's main purpose according to what the author wants the reader to know 	<ul style="list-style-type: none"> • I can tell why the author wrote the text.
<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>Essential Question:</p> <ul style="list-style-type: none"> • How can illustrations help me understand information? 	<ul style="list-style-type: none"> • Utilize information from illustrations, diagrams or images from informational text. • Explain how illustrations, diagrams or images clarify the text 	<ul style="list-style-type: none"> • I can tell how pictures help me understand what I read.
<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band 	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level.

<p align="center">New Jersey Learning Standards FOUNDATIONAL SKILLS</p>	<p align="center">Skills</p>	<p align="center">I Can Statements</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I know about words and letter sounds to help me read? • How do I know if a word has a short vowel or long vowel in it? • How do I decode two-syllable words to help me read? • How can recognizing grade level words help me be a better reader? 	<ul style="list-style-type: none"> • Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly-spelled words in texts 	<ul style="list-style-type: none"> • I can sound out words I do not know. • I can read a list of second grade words that cannot be sounded out.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to read fluently? • Why is it important to become a fluent reader? 	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding <p>Reread text to better understand what was read, when necessary</p>	<ul style="list-style-type: none"> • I can read fluently. • I can understand what I read. • I can correct myself if I make a mistake when I read. • I can read with expression
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I Can Statements</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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I organize my writing to clearly share an experience or story? 	<ul style="list-style-type: none"> • Include an introduction statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) <p>End with a closing statement</p>	<ul style="list-style-type: none"> • I can write about something that happened, what I have seen, or something I remember. • I can include actions, thoughts, and feelings in my writing. • I can write a closing statement
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to revise my writing? • How can I revise to improve my writing? • How can I edit to improve my writing? 	<ul style="list-style-type: none"> • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing <p>Reflect on writing</p>	<ul style="list-style-type: none"> • I can edit to make my writing clearer. • I can revise my writing to make sure I stay on topic.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish and collaborate? 	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques 	<ul style="list-style-type: none"> • I can use technology to finish and share my work. • I can work with others to write
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</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>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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • When is an appropriate time to ask or answer questions? • How can I add to a conversation? 	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts 	<ul style="list-style-type: none"> • I can talk with others using listening and speaking rules. • I can connect my comments to what others have said. • I can ask questions if I don't understand.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I verbally express key ideas and details from information? 	<ul style="list-style-type: none"> • Demonstrate careful listening in order to describe or recount what is heard. • Describe key ideas or details from a text or presentation when presented orally. 	<ul style="list-style-type: none"> • I can remember and tell others the important details that I have read or heard
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I express my ideas clearly? • Why do I need to speak in complete sentences? 	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested 	<ul style="list-style-type: none"> • I can use complete sentences when I answer questions.
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</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.A. Use collective nouns (e.g., group).</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do correct grammar and conventions improve my writing? 	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • Use collective nouns in student writing pieces • Identify irregular plural nouns used when reading, writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns • Identify reflexive pronouns when reading, writing or speaking • Classify pronouns as reflexive <p>Accurately use reflexive pronouns when reading, writing or speaking</p>	<ul style="list-style-type: none"> • I can use nouns that name groups of things (e.g., pride, flock) • I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish). • I can use pronouns (e.g., myself, himself) that tell about the subject in the sentence • I can use past tense verbs that don't follow the rules (e.g., sat, hid, and told). • I can use adjectives and adverbs to make a sentence clearer. • I can add description or rearrange sentences to create new sentences
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • L.2.2.A. Capitalize holidays, product names, and geographic names. • L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings. <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to use correct spelling and grammar in my writing? 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization when writing • Utilize reference materials and resources to correct one's own spelling 	<ul style="list-style-type: none"> • I can capitalize proper nouns. • I can use commas in greetings and closings of letters. • I can use apostrophes in contractions and to show possession. • I can spell words using patterns. • I can use dictionaries other resources to check my spelling

<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does language impact speaking, listening, reading, and writing? 	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English 	<ul style="list-style-type: none"> • I can use what I know about speaking and writing, to communicate appropriately with others.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases. 	<ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words • Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words 	<ul style="list-style-type: none"> • I can figure out the meaning of a word by reading words around it. • I can figure out the meaning of a word by knowing the meaning of parts of the word. • I can use glossaries, dictionaries or other resources to find the meaning of a word.

<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>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <p>Identify the connections of words to real-life experiences</p>	<ul style="list-style-type: none"> • I can connect words with my experiences. • I can explain how two words are similar but can have a little bit different meaning.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I apply various vocabulary, phrases and language into daily conversations and my writing? 	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way <p>Utilize adjectives and adverbs to describe where necessary</p>	<ul style="list-style-type: none"> • I can use new words I've learned.

Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com

My View Literacy

Cold Read Reads Weekly Test/ Fluency Check

Decodable Readers

Leveled Readers

Districts or schools choose supplementary resources that are not considered "texts."

www.mobymax.com

www.kidsa-z.com

www.iready.com

www.turtlediary.com

www.k12reader.com

www.abcya.com

www.readwritethink.org

www.spellingcity.com

www.starfall.com

Differentiated Instruction

(content, process, product and learning environment)

At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

Preteach vocabulary

Repetition and practice

Model skills / techniques to be mastered.

Use manipulatives and visual representation to examine
Breakdown large assignments
into smaller tasks

Extended time to complete
class work

Provide copy of class notes

Preferential seating to be mutually determined by the student
and teacher

Use of online component of book

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

Extension Activities

Conduct research and provide presentation of cultural topics.

Design surveys to generate and analyze data to be used in discussion.

Use of Higher Level
Questioning Techniques

Provide assessments at a
higher level of thinking

Create alternative assessment which requires writing,
research and presentation

Assist student with long and short term planning of assignments	
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Grade: Second		Content: English Language Arts	
Unit: 2		Time Frame: 43-45 days	
New Jersey Learning Standards LITERATURE	Skills		I Can Statements
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can asking and answering questions help me to understand key details in the text? • Why is it important to make and confirm predictions before and during reading? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 		<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story. • I can ask questions to show I understand important details in a story
<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can sounds help me understand a word? • How can recognizing grade level words help me be a better reader? 	<ul style="list-style-type: none"> • Identify the characters in the story • Identify key details in the story • Consider how characters are involved in a story • Analyze their reactions to story events • Identify how the characters solve a problem or challenges 		<ul style="list-style-type: none"> • I can how characters act when things happen in a story
<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>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s choice of words affect the meaning of the text? • How does word choice impact the overall meaning of the text? 	<ul style="list-style-type: none"> • Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2 		<ul style="list-style-type: none"> • I can describe how words give rhythm and meaning to a story, poem, or song.

<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s use of structure affect the meaning of the text? • Why does the structure of the text matter? 	<ul style="list-style-type: none"> • Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end) • Describe how the parts of the story build from beginning to end 	<ul style="list-style-type: none"> • I can tell the important details about how a story begins and ends •
<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>Essential Questions:</p> <ul style="list-style-type: none"> • What can illustrations tell me about the story? • What can illustrations tell me about story elements? 	<ul style="list-style-type: none"> • Utilize information from illustrations, pictures and words from print or digital text • Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot 	<ul style="list-style-type: none"> • I can use illustration and text to tell about the setting of a story. • I can use illustration and text to tell about the characters of a story. • I can use illustration and text to tell about the plot of a story.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities <p>Model and develop engaging reading habits that lead to reading texts independently</p>	<p>I can read and understand stories at my grade level.</p>
<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>

<p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors include key details in informational text? • How do good readers use questions to understand key details in text? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read. • I can ask questions to show that I know what I read.
<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can making connections help understand informational text? • How do you describe the connection between two events? 	<ul style="list-style-type: none"> • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text • Identify text details, events, or ideas that are chronological or sequential • Retell chronological or sequential text details in the appropriate order • Compare and contrast ideas from the text 	<ul style="list-style-type: none"> • I can put events or ideas in order. • I can explain how events or ideas go together.
<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can readers use text features to help locate key facts or information? • How can the overall structure and the text features help the reader make meaning? 	<p>RI.2.5:</p> <ul style="list-style-type: none"> • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information • Identify which text features help you find important information about what you’re reading <p>Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text</p>	<ul style="list-style-type: none"> • I can use text features to find information quickly.

<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can illustrations help me understand information? 	<ul style="list-style-type: none"> • Determine the text’s main purpose according to what the author wants the reader to know 	<ul style="list-style-type: none"> • I can tell why the author wrote the text.
<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>Essential Question:</p> <ul style="list-style-type: none"> • How can illustrations help me understand information? 	<p>RI.2.7:</p> <ul style="list-style-type: none"> • Utilize information from illustrations, diagrams or images from informational text. • Explain how illustrations, diagrams or images clarify the text 	<ul style="list-style-type: none"> • I can tell how pictures help me understand what I read.
<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Demonstrate good reading habits <p>Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</p>	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level.
<p>New Jersey Learning Standards FOUNDATIONAL SKILLS</p>	<p>Skills</p>	<p>I Can Statements</p>

<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.2.4.A. Read grade-level text with purpose and understanding. • RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive reading • RF.2.4.C. Use context to confirm or self-correct <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I know about words and letter sounds to help me read? • How do I know if a word has a short vowel or long vowel in it? • How do I decode two-syllable words to help me read? • How can recognizing grade level words help me be a better reader? 	<ul style="list-style-type: none"> • Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams • Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly spelling-sound correspondence words in texts 	<ul style="list-style-type: none"> • I can sound out words I do not know. • I can read a list of second grade words that cannot be sounded out.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to read fluently? 	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding <p>Reread text to better understand what was read, when necessary</p>	<ul style="list-style-type: none"> • I can read fluently. • I can understand what I read. • I can correct myself if I make a mistake when I read. • I can read with expression

<ul style="list-style-type: none"> Why is it important to become a fluent reader? 		
New Jersey Learning Standards WRITING	Skills	I Can Statements
<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> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use facts to write an informational piece? 	<ul style="list-style-type: none"> Gather facts, choose best facts to use, and present facts in a clear sequence Include an introductory statement Describe order of events using transition words (e.g. first, next, then, last) Incorporate facts and definitions Use linking words (e.g., because, and, also) <p style="text-align: center;">End with a closing statement</p>	<ul style="list-style-type: none"> I can write my thoughts and ideas about a topic or a book I have read.
<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> <p>2.5 Essential Questions:</p> <ul style="list-style-type: none"> Why is it important to revise my writing? How can I revise to improve my writing? How can I edit to improve my writing? 	<ul style="list-style-type: none"> Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar Utilize conferences, checklist sheets, and peer editing <p style="text-align: center;">Reflect on writing</p>	<ul style="list-style-type: none"> I can edit to make my writing clearer. I can revise my writing to make sure I stay on topic.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can technology be used as a tool to write, publish and collaborate? 	<ul style="list-style-type: none"> Publish writing both independently and with peers using digital tools Use keyboarding techniques 	<ul style="list-style-type: none"> I can use technology to finish and share my work. I can work with others to write
<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> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I contribute to a shared research 	<ul style="list-style-type: none"> Understand their role as part of a team and the work they are required to accomplish 	<ul style="list-style-type: none"> I can work with others to learn and write about a topic.

project?		
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I gather information to answer a question? 	<ul style="list-style-type: none"> Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question Take notes 	<ul style="list-style-type: none"> I can answer a question by thinking about something that happened to me.
New Jersey Learning Standards SPEAKING AND LISTENING	Skills	I Can Statements
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> When is an appropriate time to ask or answer questions? How can I add to a conversation? 	<ul style="list-style-type: none"> Participate in a variety of grade-appropriate, collaborative, rich, structured conversations Assume various roles in conversations (e.g., participant, leader, and observer) Use norms of conversations (e.g., eye contact, taking turns, etc) Connect comments to build on remarks of others Ask questions and further explanations about topics and/or texts 	<ul style="list-style-type: none"> I can talk with others using listening and speaking rules. I can connect my comments to what others have said. I can ask questions if I don't understand.
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> Demonstrate storytelling techniques Report relevant facts and details about experience <ul style="list-style-type: none"> Provide clear thoughts and emotion 	<ul style="list-style-type: none"> I can tell a story or something that happened to me. I can include facts, details, and interesting words.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to describe people, places, things, and events with details? • How can I speak clearly in sentences that make sense to the listener? 		<ul style="list-style-type: none"> • I can speak so that the listener can hear and understand me
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use audio recordings and visual displays to make my presentation more engaging for the audience? 	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details 	<ul style="list-style-type: none"> • I can record myself reading using a computer or other digital recorder. • I can add pictures to my presentation to add meaning
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I express my ideas clearly? • Why do I need to speak in complete sentences? 	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested 	<ul style="list-style-type: none"> • I can use complete sentences when I answer questions.
<p align="center">New Jersey Learning Standards LANGUAGE</p>	<p align="center">Skills</p>	<p align="center">I Can Statements</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.A. Use collective nouns (e.g., group).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose</p>	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • Articulate the purpose and use of collective nouns • Use collective nouns in student writing, not in isolation • Define and identify adjectives and adverbs when reading, writing or speaking • Classify adjectives and adverbs in sentences when reading and writing • Use adjectives and adverbs to appropriately modify words in the sentence 	<ul style="list-style-type: none"> • I can use nouns that name groups of things (e.g., pride, flock) • I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish). • I can use pronouns (e.g., myself, himself) that tell about the subject in the sentence • I can use past tense verbs that don't

<p>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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do correct grammar and conventions improve my writing? 	<ul style="list-style-type: none"> • Define and identify simple and compound sentences when reading and writing Classify sentences as simple or compound 	<p>follow the rules (e.g., sat, hid, and told).</p> <ul style="list-style-type: none"> • I can use adjectives and adverbs to make a sentence clearer. • I can add description or rearrange sentences to create new sentences
<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.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to use correct spelling and grammar in my writing? 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization when writing • Define and identify apostrophes in writing • Articulate the purpose and use of apostrophes • Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling 	<ul style="list-style-type: none"> • I can capitalize proper nouns. • I can use commas in greetings and closings of letters. • I can use apostrophes in contractions and to show possession. • I can spell words using patterns. • I can use dictionaries other resources to check my spelling

<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<p>Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</p>	<ul style="list-style-type: none"> I can use what I know about speaking and writing, to communicate appropriately with others.
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I use context clues to help me determine the meaning of a word? How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? How can glossaries and dictionaries help me clarify the meaning of words and phrases? 	<ul style="list-style-type: none"> Use context clues to determine or clarify the meaning of unknown and multiple-meaning words Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words <p>Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</p>	<ul style="list-style-type: none"> I can figure out the meaning of a word by reading words around it. I can figure out the meaning of a word by knowing the meaning of parts of the word. I can use glossaries, dictionaries or other resources to find the meaning of a word.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</p>	<ul style="list-style-type: none"> • I can connect words with my experiences. • I can explain how two words are similar but can have a little bit different meaning.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I apply various vocabulary, phrases and language into daily conversations and my writing? 	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary 	<ul style="list-style-type: none"> • I can use new words I've learned.

Resources

<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com My View Literacy Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turtlediary.com www.k12reader.com www.abcya.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p>
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Differentiated Instruction
(content, process, product and learning environment)

At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

Preteach vocabulary

Repetition and practice

Model skills / techniques to be mastered.

Use manipulatives and visual representation to examine
Breakdown large assignments
into smaller tasks

Extended time to complete
class work

Provide copy of class notes

Preferential seating to be mutually determined by the student
and teacher

Use of online component of book

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

Extension Activities

Conduct research and provide presentation of cultural topics.

Design surveys to generate and analyze data to be used in discussion.

Use of Higher Level
Questioning Techniques

Provide assessments at a
higher level of thinking

Create alternative assessment which requires writing,
research and presentation

Assist student with long and short term planning of assignments	
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Grade: Second		Content: English Language Arts	
Unit: 3		Time Frame: 43-45 days	
New Jersey Learning Standards READING LITERATURE	Skills		I Can Statements
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can asking and answering questions help me to understand key details in the text? • Why is it important to make and confirm predictions before and during reading? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 		<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story. • I can ask questions to show I understand important details in a story
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral?</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is using key details from the story important in retelling the story? • How can I use the details of the text to express the theme? • How do readers determine the central message, lesson, or moral from culturally diverse texts? 	<ul style="list-style-type: none"> • Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables • Determine what lesson of the story 		<ul style="list-style-type: none"> • I can retell a fable or folktale and explain the lesson in the story.

<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>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s choice of words affect the meaning of the text? • How does word choice impact the overall meaning of the text? 	<ul style="list-style-type: none"> • Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2 	<ul style="list-style-type: none"> • I can describe how words give rhythm and meaning to a story, poem, or song.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we identify the point of view of characters in the text? 	<ul style="list-style-type: none"> • Recognize that characters have different points of view • Determine how the characters think/feel about the events • Identify any characters that have similar thinking • Consider the character’s voice when reading out loud • Describe why a character has a different point of view in a story 	<ul style="list-style-type: none"> • I can use different voices for characters. • I can tell different ideas characters have.
<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>Essential Question:</p> <ul style="list-style-type: none"> • How can you compare and contrast story elements in stories that are similar? 	<ul style="list-style-type: none"> • Identify similarities and differences of events in different versions of the same story 	<ul style="list-style-type: none"> • I can tell about how stories by different authors or stories from different places are alike and different.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently 	<ul style="list-style-type: none"> • I can read and understand stories at my grade level.
<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>

<p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors include key details in informational text? • How do good readers use questions to understand key details in text? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read. • I can ask questions to show that I know what I read.
<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do authors of informational text help readers make meaning of the text? • How do good readers identify the main topic in informational text? • How do multiple paragraphs in a text inform readers about a topic? 	<ul style="list-style-type: none"> • Identify the main idea and overall focus of a multi-paragraph text • Determine the main idea of the text • Determine the important ideas in the text • Determine the details that lead to the main idea 	<ul style="list-style-type: none"> • I can identify the main idea of a text. • I can state the focus of the paragraphs within the text.
<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can making connections help understand informational text? • How do you describe the connection between two events? 	<ul style="list-style-type: none"> • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text • Identify text details, events, or ideas that are chronological or sequential • Retell chronological or sequential text details in the appropriate order • Compare and contrast ideas from the text 	<ul style="list-style-type: none"> • I can put events or ideas in order. • I can explain how events or ideas go together.
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>Essential Questions:</p>	<ul style="list-style-type: none"> • Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat 	<ul style="list-style-type: none"> • I can use strategies to figure out the meaning of words

<ul style="list-style-type: none"> • Why is it important for readers to identify words they do not know? • What strategies do readers use to determine unknown words? 	<ul style="list-style-type: none"> • Determine which part shows alliteration • Define words and phrases specific to grade 2 	
<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors provide reasons in their text? • How do reasons support specific points? • How can I compare two texts on the same topic? • Why is it important to use more than one text on a topic? 	<ul style="list-style-type: none"> • Identify the most important points in the text • Find similarities and differences in those points when reading texts on the same topic 	<ul style="list-style-type: none"> • I can tell which facts are the same or different in two texts on the same subject.
<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Demonstrate good reading habits <p>Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</p>	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level.
<p align="center">New Jersey Learning Standards READING FOUNDATIONS</p>	<p align="center">Skills</p>	<p align="center">I Can Statements</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p>	<ul style="list-style-type: none"> • Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams • Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly spelling-sound correspondence words in texts • Determine if the word looks and sounds right and makes sense • Search for chunks and say them • Focus on the beginning and/or end of the word and try 	<ul style="list-style-type: none"> • I can sound out words I do not know. • I can read a list of second grade words that cannot be sounded out.

<p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I know about words and letter sounds to help me read? • How do I know if a word has a short vowel or long vowel in it? • How do I decode two-syllable words to help me read? • How can recognizing grade level words help me be a better reader? 	<p>again, when having difficulty</p>	
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding <p>Reread text to better understand what was read, when necessary</p>	<ul style="list-style-type: none"> • I can read fluently. • I can understand what I read. • I can correct myself if I make a mistake when I read. • I can read with expression
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I can Statements</p>

<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>Essential Question(s)</p> <ul style="list-style-type: none"> • How do writers express an opinion? • How can I use evidence to support my opinion? 	<ul style="list-style-type: none"> • Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • End with a closing statement 	<ul style="list-style-type: none"> • I can write my thoughts and ideas about a topic or a book I have read. • I can give reasons for my opinions. • I can use words that link my ideas and my reasons. • I can write a closing statement.
<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> <p>Essential Question(s)</p> <ul style="list-style-type: none"> • How can I use facts to write an 	<ul style="list-style-type: none"> • Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • Describe order of events using transition words (e.g. first, next, then, last) • Incorporate facts and definitions 	<ul style="list-style-type: none"> • I can write my thoughts and ideas about a topic or a book I have read.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to revise my writing? • How can I revise to improve my writing? • How can I edit to improve my writing? 	<ul style="list-style-type: none"> • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing <p>Reflect on writing</p>	<ul style="list-style-type: none"> • I can edit to make my writing clearer. • I can revise my writing to make sure I stay on topic.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish and collaborate? 	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques 	<ul style="list-style-type: none"> • I can use technology to finish and share my work. • I can work with others to write

<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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I contribute to a shared research project? 	<ul style="list-style-type: none"> • Understand their role as part of a team and the work they are required to accomplish 	<ul style="list-style-type: none"> • I can work with others to learn and write about a topic.
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I gather information to answer a question? 	<ul style="list-style-type: none"> • Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes 	<ul style="list-style-type: none"> • I can answer a question by thinking about something that happened to me.
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</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>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> <p>Essential Questions</p> <ul style="list-style-type: none"> • When is an appropriate time to ask or 	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts 	<ul style="list-style-type: none"> • I can talk with others using listening and speaking rules. • I can connect my comments to what others have said. • I can ask questions if I don't understand.

<p>answer questions?</p> <ul style="list-style-type: none"> • How can I add to a conversation? 		
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What kinds of questions should I ask during a presentation to increase my understanding? 	<ul style="list-style-type: none"> • Ask questions about what a speaker is saying to clarify, gather or deepen understanding • Answer questions in order to clarify or gain further information 	<ul style="list-style-type: none"> • I can tell a story or something that happened to me. • I can include facts, details, and interesting words. • I can speak so that the listener can hear and understand me
<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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I use audio recordings and visual displays to make my presentation more engaging for the audience? 	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details 	<ul style="list-style-type: none"> • I can record myself reading using a computer or other digital recorder. • I can add pictures to my presentation to add meaning
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I express my ideas clearly? • Why do I need to speak in complete sentences? 	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested 	<ul style="list-style-type: none"> • I can use complete sentences when I answer questions.
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</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</p>	<ul style="list-style-type: none"> • Identify irregular plural nouns used when reading, writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when writing or speaking • Identify reflexive pronouns when reading, writing or speaking 	<ul style="list-style-type: none"> • I can use nouns that name groups of things (e.g., pride, flock) • I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish). • I can use pronouns (e.g., myself, himself)

<p>plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do correct grammar and conventions improve my writing? 	<ul style="list-style-type: none"> Classify pronouns as reflexive Accurately use reflexive pronouns when writing or speaking Identify irregular verbs in the past tense used when writing or speaking Classify verbs in the past tense as regular or irregular Form and use common irregular verbs in the past tense when writing or speaking Define and identify adjectives and adverbs when reading, writing or speaking Classify adjectives and adverbs in sentences Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking Define and identify simple and compound sentences when reading Classify sentences as simple or compound <p>Expand and rearrange complete, simple and compound sentences when writing and speaking</p>	<p>that tell about the subject in the sentence</p> <ul style="list-style-type: none"> I can use past tense verbs that don't follow the rules (e.g., sat, hid, and told). I can use adjectives and adverbs to make a sentence clearer. I can add description or rearrange sentences to create new sentences
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to use correct spelling and grammar in my writing? 	<ul style="list-style-type: none"> Define and identify greetings and closings in letters (salutation) Use commas appropriate to offset greetings and closings in letters Define and identify apostrophes when reading and writing Articulate the purpose and use of apostrophes Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing Identify common spelling patterns Utilize common spelling patterns when writing Utilize reference materials and resources to correct one's own spelling 	<ul style="list-style-type: none"> I can capitalize proper nouns. I can use commas in greetings and closings of letters. I can use apostrophes in contractions and to show possession. I can spell words using patterns. I can use dictionaries other resources to check my spelling

<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does language impact speaking, listening, reading, and writing? 	<p>Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</p>	<ul style="list-style-type: none"> • I can use what I know about speaking and writing, to communicate appropriately with others.
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases? 	<ul style="list-style-type: none"> • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words <p>Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</p>	<ul style="list-style-type: none"> • I can figure out the meaning of a word by reading words around it. • I can figure out the meaning of a word by knowing the meaning of parts of the word. • I can use glossaries, dictionaries or other resources to find the meaning of a word.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives 	<ul style="list-style-type: none"> • I can connect words with my experiences. • I can explain how two words are similar but can have a little bit different meaning.
<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"> • <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I apply various vocabulary, phrases and language into daily conversations and my writing? 	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary 	<ul style="list-style-type: none"> • I can use new words I've learned.

Resources

<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com My View Literacy Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers Zaner and Bloser Handwriting Books Zaner and Boser Grammar Usage Mechanics Book</p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p>
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Grade: Second		Content: English Language Arts	
Unit: 4		Time Frame: 43-45 days	
New Jersey Learning Standards READING LITERATURE	Skills		I Can Statements
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can asking and answering questions help me to understand key details in the text? • Why is it important to make and confirm predictions before and during reading? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 		<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story. • I can ask questions to show I understand important details in a story
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>Essential Question: What is the central message in this story, fable, or folktale?</p>	<ul style="list-style-type: none"> • Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables • Determine what lesson of the story 		<ul style="list-style-type: none"> • I can retell a fable or folktale and explain the lesson in the story.
<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>Essential Question</p> <ul style="list-style-type: none"> • How does the author’s choice of words affect the meaning of the text? • How does word choice impact the overall meaning of the text? 	<ul style="list-style-type: none"> • Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2 		<ul style="list-style-type: none"> • I can describe how words give rhythm and meaning to a story, poem, or song.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we identify the point of view of characters in the text? 	<ul style="list-style-type: none"> • Recognize that characters have different points of view • Determine how the characters think/feel about the events • Identify any characters that have similar thinking • Consider the character’s voice when reading out loud • Describe why a character has a different point of view in a story 	<ul style="list-style-type: none"> • I can use different voices for characters. • I can tell different ideas characters have.
<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>Essential Question:</p> <ul style="list-style-type: none"> • How can you compare/contrast story elements between similar stories? 	<ul style="list-style-type: none"> • Identify similarities and differences of events in different versions of the same story 	<ul style="list-style-type: none"> • I can tell about how stories by different authors or stories from different places are alike and different.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently 	<ul style="list-style-type: none"> • I can read and understand stories at my grade level.
<p style="text-align: center;">New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I Can Statements</p>
<p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors include key details in informational text? • How do good readers use questions to understand key details in text? 	<ul style="list-style-type: none"> • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read. • I can ask questions to show that I know what I read.

<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do authors of informational text help readers make meaning of the text? • How do good readers identify the main topic in informational text? • How do multiple paragraphs in a text inform readers about a topic? 	<ul style="list-style-type: none"> • Identify the main idea and overall focus of a multi-paragraph text • Determine the main idea of the text • Determine the important ideas in the text • Determine the details that lead to the main idea 	<ul style="list-style-type: none"> • I can identify the main idea of a text. • I can state the focus of the paragraphs within the text.
<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can making connections help understand informational text? • How do you describe the connection between two events? 	<ul style="list-style-type: none"> • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text • Identify text details, events, or ideas that are chronological or sequential • Retell chronological or sequential text details in the appropriate order • Compare and contrast ideas from the text 	<ul style="list-style-type: none"> • I can put events or ideas in order. • I can explain how events or ideas go together.
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important for readers to identify words they do not know? • What strategies do readers use to determine unknown words? 	<ul style="list-style-type: none"> • Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2 	<ul style="list-style-type: none"> • I can use strategies to figure out the meaning of words

<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does an author support what he says in the text? 	<ul style="list-style-type: none"> • Identify the main points in a text • Identify reasons that the authors uses to support the main points in a text • Evaluate how or why the author uses the reasons to support the main points in a text 	<ul style="list-style-type: none"> •
<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors provide reasons in their text? • How do reasons support specific points? • How can I compare two texts on the same topic? • Why is it important to use more than one text on a topic? 	<ul style="list-style-type: none"> • Identify the most important points in the text • Find similarities and differences in those points when reading texts on the same topic 	<ul style="list-style-type: none"> • I can tell which facts are the same or different in two texts on the same subject.
<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Demonstrate good reading habits <p>Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</p>	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level.
<p style="text-align: center;">New Jersey Learning Standards READING FORUNDATIONS</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I Can Statements</p>
<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>	<ul style="list-style-type: none"> • Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams • Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly spelling-sound correspondence words in texts 	<ul style="list-style-type: none"> • I can sound out words I do not know. • I can read a list of second grade words that cannot be sounded out.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I know about words and letter sounds to help me read? • How do I know if a word has a short vowel or long vowel in it? • How do I decode two-syllable words to help me read? • How can recognizing grade level words help me be a better reader? 	<ul style="list-style-type: none"> • Determine if the word looks and sounds right and makes sense • Search for chunks and say them • Focus on the beginning and/or end of the word and try again, when having difficulty 	
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I use to become an independent reader? 	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding <p>Reread text to better understand what was read, when necessary</p>	<ul style="list-style-type: none"> • I can read fluently. • I can understand what I read. • I can correct myself if I make a mistake when I read. • I can read with expression

New Jersey Learning Standards WRITING	Skills	I Can Statements
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>Essential Question(s)</p> <ul style="list-style-type: none"> • How do writers express an opinion? • How can I use evidence to support my opinion? 	<ul style="list-style-type: none"> • Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • End with a closing statement 	<ul style="list-style-type: none"> • I can write my thoughts and ideas about a topic or a book I have read. • I can give reasons for my opinions. • I can use words that link my ideas and my reasons. • I can write a closing statement.
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can making connections help understand informational text? • How do you describe the connection between two events? 	<ul style="list-style-type: none"> • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Include an introduction statement • End with a closing statement • Describe order of events using transition words (e.g. first, next, then, last) <p>Choose descriptive words that match thinking, feelings, and actions</p>	
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can readers use text features to help locate key facts or information? • How can the overall structure and the text features help the reader make meaning? 	<ul style="list-style-type: none"> • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing <p>Reflect on writing</p>	<ul style="list-style-type: none"> • I can edit to make my writing clearer. • I can revise my writing to make sure I stay on topic.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish and collaborate? 	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques 	<ul style="list-style-type: none"> • I can use technology to finish and share my work. • I can work with others to write
<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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I contribute to a shared research project? 	<ul style="list-style-type: none"> • Understand their role as part of a team and the work they are required to accomplish 	<ul style="list-style-type: none"> • I can work with others to learn and write about a topic.
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I gather information to answer a question? 	<ul style="list-style-type: none"> • Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes 	<ul style="list-style-type: none"> • I can answer a question by thinking about something that happened to me.
<p style="text-align: center;">New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I Can Statements</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>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</p>	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or 	<ul style="list-style-type: none"> • I can talk with others using listening and speaking rules. • I can connect my comments to what others have said. • I can ask questions if I don't understand.

<p>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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • When is an appropriate time to ask or answer questions? • How can I add to a conversation? 	<p>texts</p>	
<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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I verbally express key details from information? 	<ul style="list-style-type: none"> • Demonstrate careful listening in order to describe or recount what they heard 	
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What kinds of questions should I ask during a presentation to increase my understanding? 	<ul style="list-style-type: none"> • Ask questions about what a speaker is saying to clarify, gather or deepen understanding • Answer questions in order to clarify or gain further information 	<ul style="list-style-type: none"> • I can tell a story or something that happened to me. • I can include facts, details, and interesting words. • I can speak so that the listener can hear and understand me
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use audio recordings and visual 	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details 	<ul style="list-style-type: none"> • I can record myself reading using a computer or other digital recorder. • I can add pictures to my presentation to add meaning

displays to make my presentation more engaging for the audience?		
New Jersey Learning Standards LANGUAGE	Skills	I Can Statements
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do correct grammar and conventions improve my writing? 	<ul style="list-style-type: none"> Identify irregular plural nouns used when reading, writing or speaking Classify plural nouns as regular or irregular Form and use common irregular plural nouns when writing or speaking Identify reflexive pronouns when reading, writing or speaking Classify pronouns as reflexive Accurately use reflexive pronouns when writing or speaking Identify irregular verbs in the past tense used when writing or speaking Classify verbs in the past tense as regular or irregular Form and use common irregular verbs in the past tense when writing or speaking Define and identify adjectives and adverbs when reading, writing or speaking Classify adjectives and adverbs in sentences Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking Define and identify simple and compound sentences when reading Classify sentences as simple or compound <p>Expand and rearrange complete, simple and compound sentences when writing and speaking</p>	<ul style="list-style-type: none"> I can use nouns that name groups of things (e.g., pride, flock) I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish). I can use pronouns (e.g., myself, himself) that tell about the subject in the sentence I can use past tense verbs that don't follow the rules (e.g., sat, hid, and told). I can use adjectives and adverbs to make a sentence clearer. I can add description or rearrange sentences to create new sentences
<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>	<ul style="list-style-type: none"> Define and identify greetings and closings in letters (salutation) Use commas appropriate to offset greetings and closings in letters Define and identify apostrophes when reading and writing 	<ul style="list-style-type: none"> I can capitalize proper nouns. I can use commas in greetings and closings of letters. I can use apostrophes in contractions and

<p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to use correct spelling and grammar in my writing? 	<ul style="list-style-type: none"> • Articulate the purpose and use of apostrophes • Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling 	<p>to show possession.</p> <ul style="list-style-type: none"> • I can spell words using patterns. • I can use dictionaries other resources to check my spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>.2.3.A. Compare formal and informal uses of English.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use audio recordings and visual displays to make my presentation more engaging for the audience? 	<p>Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</p>	<ul style="list-style-type: none"> • I can use what I know about speaking and writing, to communicate appropriately with others.

<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases. 	<ul style="list-style-type: none"> • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words <p>Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</p>	<ul style="list-style-type: none"> • I can figure out the meaning of a word by reading words around it. • I can figure out the meaning of a word by knowing the meaning of parts of the word. • I can use glossaries, dictionaries or other resources to find the meaning of a word.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives 	<ul style="list-style-type: none"> • I can connect words with my experiences. • I can explain how two words are similar but can have a little bit different meaning.

<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I apply various vocabulary, phrases and language into daily conversations and my writing? 	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary 	<ul style="list-style-type: none"> • I can use new words I've learned.
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Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>https://sso.rumba.pk12ls.com My View Literacy Fresh Reads Weekly Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers Zaner and Bloser Handwriting Books Zaner and Boser Grammar Usage Mechanics Book</p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turtlediary.com www.k12reader.com www.abcya.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p>

Differentiated Instruction (content, process, product and learning environment)	
At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>

<p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p align="center">Special Education</p>	<p align="center">Gifted and Talented</p>

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

Preteach vocabulary

Repetition and practice

Model skills / techniques to be mastered.

Use manipulatives and visual representation to examine
Breakdown large assignments
into smaller tasks

Extended time to complete
class work

Provide copy of class notes

Preferential seating to be mutually determined by the student
and teacher

Use of online component of book

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

Extension Activities

Conduct research and provide presentation of cultural topics.

Design surveys to generate and analyze data to be used in discussion.

Use of Higher Level
Questioning Techniques

Provide assessments at a
higher level of thinking

Create alternative assessment which requires writing,
research and presentation

Assist student with long and short term planning of assignments	
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