

ELA GRADE 2 Pacing Chart

Unit 1 Exploration

Topic	Unit 1 Week 1	Description	Number of Weeks
What can we learn by exploring different communities?			
Conventions		Sentences	1
Comprehension		Character and Setting	1
Writing		Personal Narrative	1
Phonics		Short Vowels Consonants	1

Topic	Unit 1 Week 2	Description	Number of Weeks
What can we learn by exploring space?			
Conventions		Subjects	1
Comprehension		Main Idea and Details	1
Writing		Expository Nonfiction	1
Phonics		Long Vowels	1

Topic	Unit 1 Week 3	Description	Number of Weeks
What can we discover by exploring nature?			
Conventions		Predicates	1
Comprehension		Character Setting	1
Writing		Realistic Fiction	1
Phonics		Consonant Blends	1

Topic	Unit 1 Week 4	Description	Number of Weeks
What can we learn by exploring the desert?			
Conventions		Declarative and Interrogative Sentences	1
Comprehension		Main Idea and Details	1
Writing		Informative Explanatory	1
Phonics		Declarative and Interrogative Sentences	1

Topic	Unit 1 Week 5	Description	Number of Weeks
How does exploration help us find answers?			
Conventions		Imperative and Exclamatory Sentences	1
Comprehension		Facts and Details	1
Writing		Play Scene	1
Phonics		Consonant Digraphs	1

*** At the end of each unit a Benchmark Test should be used as an assessment. ***

Unit 2

Working Together

Topic	Unit Week 6	Description	Number of Weeks
How can we help each other in dangerous situations?			
Conventions		Nouns	1
Comprehension		Cause and Effect	1
Writing		Narrative Nonfiction	1
Phonics		Vowels-r-controlled ar, or, ore, oar	1

Topic	Unit Week 7	Description	Number of Weeks
How has working together changed history?			
Conventions		Proper Nouns	1
Comprehension		Author's Purpose	1
Writing		Biography	1
Phonics		Contractions	1

Topic	Unit Week 8	Description	Number of Weeks
How can we work together to meet people's needs?			
Conventions		Singular and Plural Nouns	1
Comprehension		Facts and Details	1
Writing		Expository Nonfiction	1
Phonics		r-controlled er, ir, ur	1

Topic	Unit Week 9	Description	Number of Weeks
Why is it a good idea to work together?			
Conventions		Plural Nouns that change spelling	1
Comprehension		Cause and Effect	1
Writing		Fairy Tales	1
Phonics		Plurals- Inflected Endings	1

Topic	Unit Week 10	Description	Number of Weeks
Conventions		Possessive Nouns	1
Comprehension		Compare and Contrast	1
Writing		Folk Tale	1
Phonics		Vowel Patterns a, ai, ay	1

Unit 3 Creative Ideas

Topic	Unit Week 11	Description	Number of Weeks
When does support from others help with a creative idea?			
Conventions		Verbs	1
Comprehension		Author's Purpose	1
Writing		Fantasy	1
Phonics		Vowel Patterns- ee, ea, y	1

Topic	Unit Week 12	Description	Number of Weeks
In what creative ways do we communicate?			
Conventions		Verbs with singular and plural nouns	1
Comprehension		Draw Conclusions: Sequencing	1
Writing		Friendly Letter	1
Phonics		Vowel Patterns o, oa, ow	1

Topic	Unit Week 13	Description	Number of Weeks
How can creative thinking solve a problems?			
Conventions		Verbs: Past, Present, Future	1
Comprehension		Compare and Contrast	1
Writing		Narrative Poem	1
Phonics		Compound Words	1

Topic	Unit Week 14	Description	Number of Weeks
When does a creative idea lead to a surprise?			
Conventions		Verbs	1
Comprehension		Sequence	1
Writing		Realistic Fiction	1
Phonics		Vowel Patterns: i, ie,igh,y	1
Topic	Unit Week 15	Description	Number of Weeks
Where do creative ideas come from?			
Conventions		Verbs	1
Comprehension		Fact and Opinion/Inferring	1
Writing		Realistic Fiction	1
Phonics		Comparative Endings-er, est	1

Unit 4 Our Changing World

Topic	Unit Week 16	Description	Number of Weeks
How can familiar things help us with changes?			
Conventions		Adjectives and our senses	1
Comprehension		Draw Conclusions	1
Writing		Friendly Letter	1
Phonics		Final Syllable -le	1

Topic	Unit Week 17	Description	Number of Weeks
How do plants change over time?			
Conventions		Adjectives: Number, size, and shape	1
Comprehension		Sequence: Fact and Opinion	1
Writing		Expository: Nonfiction	1
Phonics		Vowel Patterns: oo, u	1

Topic	Unit Week 18	Description	Number of Weeks
What changes occur underground?			
Conventions		Comparative and Superlative	1
Comprehension		Fact and Opinion	1
Writing		Expository	1
Phonics		Diphthongs ou, ow, oi, oy	1

Topic	Unit Week 19	Description	Number of Weeks
Why are some changes difficult?			
Conventions		Adverbs: when and where	1
Comprehension		Plot and Theme	1
Writing		Narrative Poem	1
Phonics		Final syllable- le	1

Topic	Unit Week 20	Description	Number of Weeks
How do changes in weather affect us?			
Conventions		Adverbs: Tell How	1
Comprehension		Plot and Theme	1
Writing		Thank You Note	1
Phonics		Vowel Digraphs: oo,ue, ew, ui	1

Unit 5 Responsibility

Topic	Unit Week 21	Description	Number of Weeks
Why should we be responsible for doing a good job?			
Conventions		Pronouns	1
Comprehension		Fact and Opinion	1
Writing		Narrative Nonfiction	1
Phonics		Suffixes-ly, ful, er, or, ish	1

Topic	Unit Week 22	Description	Number of Weeks
How can we be responsible community members?			
Conventions		Singular Plural Pronouns	1
Comprehension		Cause and Effect	1
Writing		Realistic Fiction	1
Phonics		Prefixes un, re, pre, dis	1

Topic	Unit Week 23	Description	Number of Weeks
How can we be responsible animal owners?			
Conventions		Using I and me	1
Comprehension		Plot and Theme	1
Writing		Realistic Fiction (cont.)	1
Phonics		Consonant Patterns: kn, wr, gn	1

Topic	Unit Week 24	Description	Number of Weeks
How can we be responsible friends and neighbors?			
Conventions		Using I and me	1
Comprehension		Character and Setting: Story Structure	1
Writing		Fantasy	1
Phonics		Consonant Patterns: ph, gh, ck, ng	1

Topic How can we be responsible when we make a mistake?	Unit Week 25	Description	Number of Weeks
Conventions		Contractions	1
Comprehension		Main Idea and Details	1
Writing		Humorous Fiction	1
Phonics		Vowel Patterns: aw, au, al, augh	1



Garfield Elementary School

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Analyze text to support answers to questions.

Concepts & Understandings

Concepts

- Key Ideas and Details

Understandings

A.

- Identify how character responds to a situation (cause and effect)
- Link personal experiences to text
- Answer guided open ended questions

B.

- Answer "wh" questions about the text
- Develop "wh" questions about the text

Learning Targets

CPI Codes

A.

RL.2.3

- Describe how characters in a story respond to major events and challenges.

6.1.P.A.3

Demonstrate appropriate behavior when collaborating with others

9.1.4.C.1

Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

B.

RL.2.1

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

6.1.P.B.1

Develop an awareness of the physical features of the neighborhood/community.

2.G.1.

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers use text to support answers to questions?**

Unit Results

Students will analyze text to support answers to questions.

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests



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- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

A.

- Use pictures to show character development (sequence, illustrations, magazines photographs)
- Use character maps
- Have students complete journal entries

B.

- Ask "wh" questions during and after a reading provide opportunities for students to answer "wh" questions
- Use various graphic organizers (i.e. Story Map, Geographic Map)

DI Writing Process

Writing Prompt: Think about what people learn by exploring a new place. Students will write a personal narrative about a place they have visited including the "wh" questions through the development of their writing.

At Risk/Special Ed

This targeted group of students will identify a place they have visited by creating a web. The chosen place will be the center of the web. Using their senses the children will branch the web and write things they saw, heard, smelled, tasted, and touched. At the completion the students will write sentences using their brainstormed ideas answering the questions who, what, where, when, and why. Students will then share sentences with their group.

On Level/Above Level

This targeted group of students will identify a place they have visited by creating a web. The chosen place will be the center of the web. Using their senses the children will branch the web and write things they saw, heard, smelled, tasted, and touched. At the completion these students will write a paragraph using their web. Teacher will scaffold this group by guiding the children to write a personal narrative where each sentence will tell a complete thought. The students will write a paragraph focusing on the "wh" questions, rereading their paragraph making sure the order of their sentences make sense, and each sentence editing their paragraph making sure each sentence begins with a capital letter, and ends with the proper end mark. Students will be paired for peer conferencing and read their paragraphs to their peers. Have the readers note parts that they did not understand, and have writers check what they wrote. Teacher should circulate in order to assist children who wish to revise their stories.

ELL

Beginning: Children can use gestures or pantomime to communicate what their senses told them about the place. Write descriptive words in the chart, read them aloud, and have children echo read.

Intermediate: Have children work with partners to write sensory words in their charts. Ask questions to confirm meanings and help them add additional details to their charts.

Advanced: Have partners read each other's charts and brainstorm synonyms or other sensory words to add to their charts. Children can use a dictionary to confirm spelling and meaning of the words.



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Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Interpret the author's use of language.

Concepts & Understandings

Concepts

- Craft and Structure

Understandings

A.

- Ask/show why the author chose to use repeated words or phrases
- Demonstrate rhythm through physical movement (clapping, stomping, etc.)
- Use inflection and intonation when reading aloud to stress rhythm

B.

- Distinguish between characters in a story
- Change intonation and inflection when reading aloud based on characters
- Dramatize readings (acting, puppets, masks)
- Answer questions to determine characters

differing points of view

Learning Targets

CPI Codes

A.

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

B.

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.

21st Century Themes and Skills

- Global Awareness, Critical Thinking and Problem Solving,

Guiding Questions

- How do readers interpret the author's use of language?

Unit Results

Students will interpret the author's use of language.

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites



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- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

- A.
- Listen to audio versions of different stories, poems, and songs with rhythm.
 - After reading/ listening to a story, poem, or song have students illustrate the meaning
 - Sing words of a poem to tune you know (or make up a tune)
- B.
- Model how to distinguish between characters in a story
 - Change intonation and inflection when reading aloud based on characters
 - Dramatize readings (acting, puppets, masks)
 - Ask questions to determine characters differing points of view
 - Provide visuals to demonstrate characters' different points of view
 - (i.e. cartoon thought bubbles)

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Model using inflection and intonation when reading aloud to stress rhythm
- Conduct role play (speaking from the point of view of different characters)
- Use rhyming books (i.e. Dr. Seuss)

Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Apply illustrations to understand text.

Concepts & Understandings



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Concepts

Integration of Knowledge and Ideas

Understandings

- Refer to illustrations and text when answering questions about characters, setting, or plot
- Use illustrations or phrases from the text to describe the character, settings, or plot

Learning Targets

CPI Codes

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.
6.1.4.A.15

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges

21st Century Themes and Skills

- Global Awareness, Critical Thinking, and Problem Solving

Guiding Questions

- How do readers use illustrations to understand the text?

Unit Results

Students will apply illustrations to understand text.

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Conduct a picture walk (prediction making)
- Ask questions to connect illustrations and the text
- “What words and pictures describe the _____ (character, setting, plot) and how?”
-

Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: Grade Level 2



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Duration: 12 weeks Tri 1

Description: Apply comprehension strategies to improve text.

Concepts & Understandings

Concepts

- Range of Reading and Level of Text Complexity

Understandings

- Read a variety of genres
- Read literature varying in complexity

Learning Targets

CPI Codes

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.MD.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

21st Century Themes and Skills

- Global Awareness, Critical Thinking and Problem Solving,

Guiding Questions

- How do readers use comprehension strategies to improve understanding of text?

Unit Results

Students will apply comprehension strategies to improve text.

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

- Expose students to a variety of genres
- Expose students to literature varying in complexity
- Make a class chart representing varied genres studied in class

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Scaffold reading and comprehension as needed through use of Fresh Reads

Unit Overview

Content Area: English Language Arts



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Unit Title: Informational Text

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Analyze text to support answers to questions and make connections between concepts.

Concepts & Understandings

Concepts

- Key Ideas and Details

Understandings

- A.
- Answer "wh" questions about the text
 - Develop "wh" questions about the text
- B.
- Model strategies to determine connections in a text
 - Use graphic organizers (i.e. timeline, sentence strips)
 - Complete activities in which students must follow a set of directions (i.e. science experiment)

Learning Targets

CPI Codes

A.

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.

5.1.P.A.1

Display curiosity about science objects, materials, activities, and longer-term investigations in progress.

B

RI.2.3

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

21st Century Themes and Skills

- Global Awareness, Critical Thinking and Problem Solving ,

Guiding Questions

- How do readers use text to support answers to questions and make connections between concepts?

Unit Results

Students will analyze text to support answers to questions and make connections between concepts.

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:



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A.

- Ask "wh" questions during and after a reading
- Provide opportunities for students to answer "wh" questions
- Graphic organizer (i.e. KWL chart)

B.

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

Differentiated Instruction:

Advanced:

Summary Look at Our Galaxy describes our solar system and space exploration. Among the questions answered are: What have we learned about the solar system from space explorations? What kinds of information have we gathered? How do we use this information? What is the future of space exploration? **INTRODUCE THE TITLE AND AUTHOR** Discuss with children the title and author of Look at Our Galaxy. Talk about the meaning of the word galaxy and the photograph of the astronaut on the cover. Ask children: Based on the cover and title, do you expect this book to contain facts or to be a made-up story? **BUILD BACKGROUND** Invite children to share what they know about the solar system and about space exploration. List their ideas in the K column of a KWL chart. Review the list and ask children what they would like to learn about the solar system. List these ideas in the W column of the chart.

On Level:

Summary This nonfiction book explains how astronauts in spacesuits use space walks to solve problems in space. It extends the lesson concept of why someone would want to explore space. **INTRODUCE THE TITLE AND AUTHOR** Discuss with children the title and author of An Astronaut Space Walk. Explain that science includes learning about outer space. Ask: How does this book relate to science? **BUILD BACKGROUND** Have children discuss what they know about survival in space. Ask: Do you need special ships or clothing to live in space? Why or why not? **PREVIEW/TAKE A PICTURE WALK** Have children look at the photos and read the captions and labels in the book before reading. Explain that the captions tell what the photos are all about.

Below:

Summary This nonfiction book explains what you need to know to be an astronaut. It extends the lesson. **INTRODUCE THE TITLE AND AUTHOR** Discuss with children the title and author of All About Astronauts. Explain that science includes learning about outer space. Ask: How does this book relate to science? **BUILD BACKGROUND** Have children discuss what they know about astronauts. Ask: What does an astronaut do? Can anybody be an astronaut? **PREVIEW/USE TEXT FEATURES** Have children look at the photos and read the headings and captions in the book before reading. Ask: What is special about the headings? (They are questions.) concept of why someone would want to explore space.

ELL:

Use the photos and captions to help children understand certain terms that are used in the book, such as astronaut, pack, rockets, space, space station, and space walk.

Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Analyze text features to determine the meaning of words, locate information, and analyze point of view.



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Concepts & Understandings

Concepts

- **Craft and Structure**

Understandings

A.

- Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text
- Use text features to determine and clarify meaning of words and phrases
- Locate and define vocabulary using glossary and context clues

B.

- Identify the purpose of text features
- Identify text features to gather information
- Scan headings, titles, diagrams, and key vocabulary to locate facts
- Use text features to make predictions and answer questions about the text

C.

- Identify author's purpose of a text
- Identify the intended audience
- Explain the context in which this text can be used

Learning Targets

CPI Codes

A.

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

5.1.4.A.2

Use outcomes of investigations to build and refine questions, models, and explanations.

B.

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.

C.

RI.2.6

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

5.4.2.A.1

Determine a set of general rules describing when the Sun and Moon are visible based on actual sky observations.

6.1.4.D.20

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers use text features to determine the meaning of words, locate information and analyze point of view and/or purpose?**

Unit Results

Students will analyze text features to determine the meaning of words, locate information, and analyze point of view.

Assessments

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)



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- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

- A.
- Model use of text features, glossaries and context clues
 - Use graphic organizer (i.e. Fill in the blank sentences)
 - Have students use words in context
- B.
- Teach students how to locate key facts and information using text features
 - Teach annotating
 - Highlight or underline main idea and details

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

Word Order: If the children have difficulty with word order in sentences, write sentences on board with the subject first. Read each sentence together, and then underline the subject. ' additional sentences and ask volunteers to underline the subject in each sentence.

Ask questions:

- "What is the author's purpose?"
- "Why did the author write the text?"
- "Who is the audience?"
- "How can you use this information?"

Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Apply connections or determine differences/similarities using images and words to demonstrate understanding of text.

Concepts & Understandings

Concepts

- Integration of Knowledge and Ideas

Understandings

- A.
- Locate and describe images used in the text
 - Answer questions based on images (i.e. illustrations, diagrams, maps, graphs)
 - Identify commonalities between text and text features and explain how they support each other
- B.
- Identify the key points of a text
 - Compare and contrast the key points in two texts on the same topic

Learning Targets



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CPI Codes

A.

RI.2.7

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

5.4.6.A.2

Construct and evaluate models demonstrating the rotation of Earth on its axis and the orbit of Earth around the Sun.

B.

RI.2.9

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

6.1.4.D.11

Determine how local and state communities have changed over time, and explain the reasons for changes.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving,**

Guiding Questions

- **How do readers make connections or determine differences/ similarities using images and words to demonstrate understanding of the text?**

Unit Results

Students will apply connections or determine differences/similarities using images and words to demonstrate understanding of text.

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

A.

- Teach students how images contribute to a text
- Teach students how to make connections between images and text

B.

- Model how to identify key points in a text
- Present multiple texts on the same topic
- Teach how to compare and contrasts two texts
- Use graphic organizers (i.e. Venn-Diagram)
-

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

Visual Support: Help children connect words to their meanings by pointing to pictures or objects. Then have the children read the word and use a visual or action to show that they understand to word's meaning.



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Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Understand information texts in all subject areas.

Concepts & Understandings

Concepts

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

Understandings

Comprehend informational text at grade level proficiency

Learning Targets

CPI Codes

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers understand information texts in all subject areas?**

Unit Results

Students will understand information texts in all subject areas.

Assessments:

Unit 1 and Unit 2 Selections
 Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
 Performance Tasks
 Reading Series Assessments
 Writing Journals
 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

- Expose students to a variety of grade level informational text
- Scaffold reading and comprehension as needed

Differentiated Instruction: Leveled Readers

Advanced: Title: The Hummingbird

INTRODUCE THE TITLE AND AUTHOR Discuss with children the title and author of The Hummingbird. Based on the title and cover illustration, ask the children what they think the book will be about. BUILD BACKGROUND Involve children in a discussion about family stories. Ask children to talk about the kinds of stories that family members tell. Explain that The Hummingbird is a family story that also contains a folk tale. Draw upon their experience with similar stories and ask: What are some of the reasons that people tell folk tales? Invite children to name other folk tales they know.

On Level: Title: Desert Animals

INTRODUCE THE TITLE AND AUTHOR Discuss the title and author of Desert Animals. Based on the title and the illustration on the cover, ask



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children to describe what they think this book might be about. Ask children if they've ever seen a plant or animal that look like the ones on the cover, and tell where. BUILD BACKGROUND Discuss what children know about the desert and the animals that might live there. Have children think about special features that animals living in the desert must have in order to survive. PREVIEW/TAKE A PICTURE WALK Invite children to take a picture walk to preview the text and illustrations. Point out the special features some of the animals in this book have that might help them survive in the desert.

Below: Title: Deserts

INTRODUCE THE TITLE AND AUTHOR Discuss with children the title and author of Deserts. Based on the title and the photograph on the cover, ask children to describe what they think this book might be about. BUILD BACKGROUND Ask children what they already know about deserts. Discuss how deserts are very hot and dry. Create a list of some plants and animals that live in a desert. Work with children to determine why these plants and animals are able to survive there. Then ask: Would a polar bear be able to live in a desert? Why? PREVIEW/TAKE A PICTURE WALK Invite children to take a picture walk to preview the text and photographs. Discuss what they see in each photograph that tells them that the desert is a hot and dry place to live.

ELL

Lead a writing activity that uses sentence frames such as: The desert is _____. The desert has _____. Direct the children to copy and complete the sentences on their own papers. They can rewrite the sentences as many times as they have answers to use in the blanks.

Unit Overview

Content Area: English Language Arts

Unit Title: Foundational Skills

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Apply phonics to decode words.

Concepts & Understandings



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Concepts

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

Understandings

A.

- Identify long and short vowel sounds
- Identify words which contain long and short vowels
- Sort long and short vowel words

- Identify common vowel teams (diphthongs)
- Apply spelling rules for vowel teams
 - Word Study Journal)

- Spelling dictations

B.

- Identify two syllable words
- Divide words into syllables
- (pattern of syllables used to determine vowel sound)

C.

- List prefixes and suffixes and their meanings
- Determine parts of a word (root, prefix, suffix)

D.

- List common irregular spelling-sound correspondences
- Ex: Kn- Know, Knot, Knock
- Ph- Phone, phonics

E.

Identify commonly misspelled words

Learning Targets

CPI Codes

- A

RF 2.3a

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

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

B.

RF 2.3b

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

b. Know spelling-sound correspondences for additional common vowel teams.

C.

F 2.3c

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

c. Decode regularly spelled two-syllable words with long vowels.

2.OA.3.

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

D.



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RF 2.3d

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

d. Decode words with common prefixes and suffixes.

E.

RF 2.3e

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

e. Identify words with inconsistent but common spelling-sound correspondences.

F.

RF 2.3f

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

f. Recognize and read grade-appropriate irregularly spelled words.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving,**

Guiding Questions

- **How do readers apply phonics to decode words?**

Unit Results

Students will apply phonics to decode words.

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

Teach long and short vowel patterns

Ex. Short: CVC

Ex. Long: CVCe

Picture sorts of long and short vowels (one vowel at a time, ex: short and long a)

A.

- Teach vowel teams
 - Regular: Ex-Long A: a-e, ai, ay
 - Irregular: Ex-oi, oo, oy
- Match vowel team to picture
 - Ex: Picture of "boy" Index cards with: "oi" and "oy"
- Personal list of words

B.

- Clapping
- Divide and mark syllables
- Ex: "Hotel"
- 1st Syllable: ho- (Long vowel O)
- 2nd Syllable: -tel (Short vowel E)



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

D.
Personal list of words (Word Study Journal)

- E.**
- Word wall
 - Word rings
 - Personal list of words (Word Study Journal)

Assessments:

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Unit Overview

Content Area: English Language Arts

Unit Title: Foundational Skills

Target Course/Grade Level: Grade Level 2

Duration: 12 weeks Tri 1

Description: Improve fluency to support comprehension.

Concepts & Understandings

Concepts

- **Fluency**

Understandings

A.

- Employ reading strategies while reading independently and aloud
 - Pre-reading: prediction making, setting a purpose
 - During reading: ask/answer questions, make connections
- - After reading: summarize

Learning Targets

CPI Codes

A

RF2.4.a.

Read grade-level text with purpose and understanding.

6.1.4.C.2

Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.



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21st Century Themes and Skills

- Global Awareness, Critical Thinking and Problem Solving ,

Guiding Questions

- How do readers improve fluency to support comprehension?

Unit Results

Students will improve fluency to support comprehension.

Assessments

Unit 1 and Unit 2 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Some children may have little background knowledge about various communities. Preview photos or illustrations in selected resources to help them prepare for answering group questions.
- Model strategies good readers use (i.e. questioning, re-reading, using context clues) Practice a variety of reading formats:
 - student guided reading
 - peer reading
 - teacher read-aloud



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Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Understand effective narratives and find evidence to support an opinion.

Concepts & Understandings

Concepts

- Text Types and Purposes

Understandings

A.

- Develop a clear, focused topic sentence that states an opinion
- Brainstorm reasons that support an opinion Identify and write valid reasons
- Use linking words and phrases when drafting body
- Draft a conclusion to support an opening statement.

B.

- Brainstorm basic story elements (setting, plot, character, conflict and resolution)
- Draft narrative (Include descriptions, thoughts and feelings into draft)
- Write a conclusion that resolves the narrative

Learning Targets

CPI Codes

A.

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 concluding statement or section.

5.3.2.C.3

Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.

B.

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.

6.1.P.D.1

Describe characteristics of oneself, one's family, and others.

21st Century Themes and Skills

- Global Awareness, Critical Thinking and Problem Solving

Guiding Questions

- How do writers use effective narratives and find evidence to support their opinion?

Unit Results

Students will use effective narratives and find evidence to support their opinion.

Assessments

Unit 1 and Unit 2 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios



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Performance Tasks
Reading Series Assessments
Writing Journals
Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Provide blank template for organizational structure (includes: opinion, valid reasons)
- Model drafting writing
- Use graphic organizers (i.e. KWL chart, Pro/Con List, Venn Diagram, Web, Opinion/Supporting Evidence)
- Create word wall (i.e. linking words)

Introduce writing rubric

- Conduct mini lesson on story elements
- Use graphic organizers for brainstorming
- Model strategies to develop strong openings and closings (provide examples)
- Teach how to integrate descriptions, thoughts, and feelings into writing (provide examples)
- Introduce transition words

Unit Overview

Content Area: English

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Evaluate the writing process to improve text.

Concepts & Understandings

Concepts

- Production and Distribution of Writing

Understandings

- A.**
- Complete the following stages of the writing process: brainstorm, draft, revise/edit Peer edit (TAG)
- B.**
- Use technology to record and organize information
 - With guidance, use technology to publish writing in a variety of formats
 - Collaborate with others

Learning Targets

CPI Codes

A.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

B.

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.

21st Century Themes and Skills

- Global Awareness, Communication and Collaboration

Guiding Questions

- How do writers use the writing process to improve text?



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Unit Results

Students will evaluate the writing process to improve text.

Assessments

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- List and model steps of the writing process
 - Mini-lessons as needed
 - Use writing scoring rubric
 - Teach rules/strategies for peer editing
- Conduct writing conferences
- Access computer lab
 - Demonstrate how to use various publishing technologies
 - Provide opportunities for peer collaboration

**Provide children with practice with commands and exclamations through the use of modified grammar lessons.*

Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Evaluate and use sources

Concepts & Understandings

Concepts

Research to Build and Present Knowledge

Understandings

- Access prior knowledge to answer questions
- Answer questions by referring to information from a given source

Learning Targets

CPI Codes

W.2.8.

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

21st Century Themes and Skills

- Global Awareness, Information Literacy, Communication and Collaboration

Guiding Questions

- How do writers evaluate and use sources?

Unit Results

Students will evaluate and use sources.

Assessments

Unit 1 and Unit 2 Selections



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Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
 Performance Tasks
 Reading Series Assessments
 Writing Journals
 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Segment writing assignments into manageable pieces making sure the children’s writing is on task. Check their work at regular intervals, such as after children complete graphic organizers and after children write their first drafts.
- When reviewing a child’s draft, suggest words that will help reveal his or her voice. Have the children make lists of these words and suggest they refer to their lists when they are revising their writing.
- Provide multiple sources on topics
- Model how to use sources to answer questions

Unit Overview

Content Area: English Language Arts

Unit Title: Speaking and Listening

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Express thoughts and ideas in an effective manner.

Concepts & Understandings

Concepts

- Comprehension and Collaboration

Understandings

- A.**
 - Follow determined rules during class discussions
- B.**
 - Contribute to the classroom conversations by active listening, asking questions, and linking comments within the discussion
 - Demonstrate ability to stay on topic
- C.**
 - Listen for and identify key ideas and details in a text read aloud or information presented orally
 - Listen for and identify information presented in a variety of formats
 - Retell a text or information using key ideas and/or details

Learning Targets

CPI Codes

A.

SL.2.1 a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B.

SL.2.1 b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- b. Build on others’ talk in conversations by linking their comments to the remarks of others.



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

6.1.P.D.3

Express individuality and cultural diversity (e.g., through dramatic play).

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving, Communication and Collaboration**

Guiding Questions

- **How do students express thoughts and ideas in an effective manners?**

Unit Results

Students will express thoughts and ideas in an effective manner.

Assessments

- Unit 1 and Unit 2 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments

Writing Journals

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- Establish and model rules for discussion including: active listening, turn taking, respect opinions, establishing roles
- Create classroom rules chart
- Practice large and small group discussions
- Provide opportunities for classroom conversations
- Introduce how to link conversations
- Model “give and take” within a discussion
- Model characteristics of good conversation:- Daily Fix-It Grammar Practice
- Pose and respond to questions, avoid repetition, stay on topic, etc.
- Teach/review strategies for active listening
- Present information through various media formats
- Model how to identify key ideas and details in media presented orally

Unit Overview

Content Area: English Language Arts

Unit Title: Speaking and Listening

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Demonstrate command of formal English.

Concepts & Understandings

Concepts

- **Presentation of Knowledge and Ideas**

Understandings

A.

- Distinguish between relevant and irrelevant details
- Use time order words/transitions to sequence important event
- Use appropriate non-verbal techniques to enhance communication
- Speak at an appropriate pace, volume, and tone



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B.

- Distinguish among fragment, complete and run-on sentences
- Speak in complete sentences
 - Provide requested detail or clarification

Learning Targets

CPI Codes

A.

SL.2.4.

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

B.

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

21st Century Themes and Skills

- **Global Awareness, Communication and Collaboration**

Guiding Questions

- **How do students demonstrate command of formal English?**

Unit Results

Students will demonstrate command of formal English

Assessments

Unit 1 and Unit 2 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- A.**
- Introduce and model basic public speaking skills
 - Demonstrate the use of non-verbal techniques (posture, eye contact, facial expression and gesture)
 - Create a public speaking checklist
 - Provide opportunities for students to practice public speaking skills
- B.**
- Encourage students to speak in complete sentences
 - Model the use of standard English
 - Observe and document students' use of language

Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1



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Description: Apply the conventions of standard English mechanics to convey a message.

Concepts & Understandings

Concepts

- Conventions of Standard English

Understandings

- A.**
 - Identify and define collective nouns
- B.**
 - Identify and define frequently occurring irregular plural nouns
 - Form the irregular plurals of frequently occurring singular nouns
- C.**
 - Identify and define past tense of frequently occurring irregular verbs
- D.**
 - Distinguish between a simple and compound sentence
 - Produce complete simple and compound sentences
- E.**
 - Distinguish between common and proper nouns
 - Demonstrate correct capitalization of holidays, product names, and geographic names in writing
 - Use correct capitalization
- F.**
 - Identify the components of a letter
 - Demonstrate the correct use of commas when writing letters.
- G.**
 - Identify and explain the purpose and formation of contractions and possessives.
 - Demonstrate correct formation and use of contractions and possessives.
 - Use apostrophes in contractions and possessives correctly
- H.**
 - Identify common spelling patterns.
 - Demonstrate use of learned spelling patterns when writing.

Learning Targets

CPI Codes

- A.**
 - L.2.1. a** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., group).
- B.**
 - L.2.1. b** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- C.**
 - L.2.1. d** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- D.**
 - L.2.1.f** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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).
- E.**



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

a. Capitalize holidays, product names, and geographic names.

F.

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

b. Use commas in greetings and closings of letters.

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

c. Use an apostrophe to form contractions and frequently occurring possessives.

H.

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

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

21st Century Themes and Skills

- **Global Awareness, Communication and Collaboration**

Guiding Questions

- **How do students effectively use the conventions of standard English mechanics to convey a message?**

Unit Results

Students will apply the conventions of standard English mechanics to convey a message.

Assessments

Unit 1 and Unit 2 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

Daily-Fix It

Review sentence capitalization and punctuation by providing incorrect sentences that students must edit.

A.

- Provide examples of collective nouns
- Provide oral and written practice

B.

- Provide examples of irregular plural nouns
- Provide oral and written practice

C.

- Provide examples of past tense irregular verbs
- Provide oral and written practice

D.

- Provide examples of complete simple and compound sentences (teach conjunctions)
- Provide oral and written practice

E.

- Provide examples of correct and incorrect capitalization
- Provide written practice



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F.

- Provide examples of letters
- Provide written practice
- Have students write a friendly letter

G.

- Provide examples of correct use and formation of contractions and possessives.
- Provide written practice

H.

- Provide examples of spelling patterns (i.e. word wall)
- Provide oral and written practice

Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Apply their knowledge of language to communicate effectively and increase their understanding.

Concepts & Understandings

Concepts

- Knowledge of Language

Understandings

- Identify and distinguish between formal and informal English.
- Identify purposes, audiences, and environments that require formal and informal English.
- Adjust use of formal and informal English for purpose, audience, and environment.

Learning Targets

CPI Codes

L.2.3.a

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

21st Century Themes and Skills

- Global Awareness, Communication and Collaboration

Guiding Questions

- How do students use their knowledge of language to communicate effectively and increase understanding?

Unit Results

Students will apply their knowledge of language to communicate effectively and increase their understanding

Assessments

Unit 1 and Unit 2 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:



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Differentiated Instruction: (ELL, At Risk, Spec. Ed)

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



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Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 1

Description: Apply knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words.

Concepts & Understandings

Concepts

- Vocabulary Acquisition and Use

Understandings

- A.**
- Identify context clues that help determine or clarify the meaning of a word or phrase.
 - Access prior knowledge to help determine or clarify the meaning of a word or phrase.
 - Discuss words and word meanings as they are encountered.
- B.**
- Identify compound words presented orally and in a variety of texts.
 - Combine meanings of individual words together to determine meaning of new compound words.
 - Use compound words orally and in writing.
- C.**
- Apply alphabet knowledge to use glossaries and dictionaries.
 - Use guide words and text features to help find information within a specific source.
 - Strengthen writing by using glossaries and beginning dictionaries to determine word choice.
- D.**
- Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life
- E.**
- Identify synonyms for given verbs and adjectives
 - Use context clues to distinguish intensity (nuances) of meaning among
- F.**
- Use grade appropriate language and vocabulary at a level of proficiency
 - Use standard English to communicate effectively

Learning Targets

CPI Codes

A.

L.2.4 a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

B.

L.2.4.d 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.

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).



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C.

L.2.4.e 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.

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

D.

L.2.5.a

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

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

E.

L.2.5.b

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

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

F.

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).

6.1.4.A.3

Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.

21st Century Themes and Skills

- **Global Awareness, Communication and Collaboration**

Guiding Questions

- **How do student apply their knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words?**

Unit Results

Students will apply their knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words.

Assessments

Unit 1 and Unit 2 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, At Risk, Spec. Ed)

- *Teacher will present the children with a word from the selection. For each word have the children revert back to the story and use evidence from the story to support the meaning of the unknown word. Have partners write each word and high frequency word on a large index card. Have the children take turns making up a sentence for the word.*

Visual Support: *Before children reread the selection have them review the story by using Retelling Cards. Encourage the children to use headings and illustrations to uncover the meaning of unknown words.*

A.

- Model the use of context clues to determine the meaning of unknown words
- Provide oral and written practice

B.



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

C.

- Model use of dictionary and glossary when new vocabulary words are presented
- Provide opportunities for practice

D.

- Model making connections between words and their uses (verbalize thinking process)

E.

- Verb: Demonstrate different degrees of action

Ex: The differences between tossing, hurling, and throwing a ball

- Adjectives: Using an illustration, have students determine adjectives to describe the picture. After creating the list of adjectives, determine which words are most accurate according to the context

F.

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



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Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 2

Description:

Determine how characters, events and ideas develop and interact.

Concepts & Understandings

Concepts

- Key Ideas and Details

Understandings

A

- Answer "wh" questions about the text
- Develop "wh" questions about the text

B

- Identify genre
- Read fables from diverse cultures
- Determine the author's message, lesson or moral

C

- Identify how character responds to a situation (cause and effect)
- Link personal experiences to text
- Answer guided open ended questions

Learning Targets

CPI Codes

A

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.

2.G.1.

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

B

RL.2.2

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

C

RL.2.3

Describe how characters in a story respond to major events and challenges.

9.1.4.C.1

Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).



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21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers determine how characters, events and ideas develop and interact?

Unit Results

Students will determine how characters, events and ideas develop and interact.

Assessments

- Unit 3 and Unit 4 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

Advanced: Title: How Can Animals Help?

INTRODUCE THE TITLE AND AUTHOR Discuss with children the title and the author of How Can Animals Help? Explain that science includes studying how living things depend on each other. Ask: What might this book have to do with science? **BUILD BACKGROUND** Have children discuss how animals help people. Ask: What is a wild animal? Can wild animals be helpful to humans? What other animals can be helpful? What foods come from animals? How could a dog or a horse help someone? **PREVIEW/TAKE A PICTURE WALK** Have children look at the photographs and read the headings, captions, and labels in the book before reading. Say: “Look at the products that people use. Where do they come from?”

ELL: Have children write brief notes to summarize facts and details to firmly establish comprehension.

On level: Title: Arachnid or Insect?

Teach/review vocabulary Ask children to group the vocabulary words into the categories, time and action. Have each child write a sentence using one word from each category. Allow time for children to share their sentences with the class.

Since the words whatever and been do not fit in either group, discuss these words and have children use them in sentences to show their meanings. **Target Skill and Strategy** compare and contrast Explain to children that compare and contrast is to look for how things are the same and how they are different. During reading, have children compare and contrast arachnids and insects. **SUMMARIZING** Remind children they should be able to tell in their own words what the book is about. Tell them that using

their own words to explain what the text is mostly about means that they are able to identify the main idea of the text.

ADDITIONAL SKILL INSTRUCTION MAIN IDEA After reading, prompt children to identify the main idea of the book by asking the following questions: What is the book about? (bugs) What is the most important idea about this topic? (Insects are not the same as arachnids.) Explain that identifying the main idea of the book can help them understand what they read.

ELL:

Many of the English names of bugs may be unfamiliar to children. As the class builds background knowledge, have



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children

share the names of common bugs in their home languages and tell if bugs are considered helpful or harmful. There may be myths, folktales, and songs about bugs in their home cultures that they will want to share.

Below: Title: Using A Net

INTRODUCE THE TITLE AND AUTHOR Discuss with children the title and the author of Using a Net. Ask children to comment on how the

cover photograph relates to the title. Help children recognize how the topic relates to social studies. **BUILD**

BACKGROUND Ask children what they know about how people catch fish. Some children may have had experiences using

a fishing rod or net. Others may have had experiences with butterfly nets. Encourage children to make generalizations about

different types of nets and their shared purposes. Prompt children to scan the book and comment on the text features.

Guide children to recognize that the

author is comparing fishnets to spider webs by looking at the photographs.

ELL

Develop vocabulary and build background by creating word webs based on the topics discussed in the books. Have children brainstorm words that relate to fishing and spiders. After writing each word on a card, create word webs on a wall in the classroom. Allow children to guide the placement of the word cards.

A

- Ask "wh" questions during and after a reading
- Provide opportunities for students to answer "wh" questions
- Use graphic organizer (i.e. Story Map)

B

- Introduce literary genres (i.e. Aesop's Fable- Fable)
- Teach genre through personal connections (music and movies)
- Paraphrase the central message, lesson or moral
 - "What is the author trying to say?"
- Read same stories from different country
- (i.e. Cinderella- U.S. and Yeh-Shen- China)

C

- Use pictures to show character development (sequence, illustrations, magazines photographs)
- Use character maps
- Have students complete journal entries



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Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description: Interpret the author’s use of language.

Concepts & Understandings

Concepts

- Craft and Structure

Understandings

A

- Ask/show why the author chose to use repeated words or phrases
- Demonstrate rhythm through physical movement (clapping, stomping, etc.)
- Use inflection and intonation when reading aloud to stress rhythm

B

- Identify events that occurred at the beginning, middle, and end of a story
- Examine basic story elements at each point in the story (ex. plot- conflict/solution)

C

- Distinguish between characters in a story
- Change intonation and inflection when reading aloud based on characters
- Dramatize readings (acting, puppets, masks)
- Answer questions to determine characters differing points of view

Learning Targets

CPI Codes

A

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

B

RL.2.5.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

9.1.4.A.1

Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

C

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.

6.1.P.D.3

Express individuality and cultural diversity (e.g., through dramatic play).



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- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers interpret the author's use of language?

Unit Results

Students will interpret the author's use of language.

Assessments

Unit 3 and Unit 4 Selections
Technology (Study Island, www.ReadingStreet.com)
Educational Websites
Teacher Tests
Portfolios
Performance Tasks
Reading Series Assessments
Writing Journals
Teacher Observations
Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

Before listening, have small groups of children discuss experiences they have had doing things with a friend or sibling. Share with the group. After listening, have children compare their experiences with events from the story.

Leveled Readers:

Advanced: Maggie's New Sidekicks

Encourage children to set a purpose for reading the book. Have children find their favorite illustrations from the story and describe what is most interesting about those pages. Ask: Why do you like this picture? What do you think is happening?

What else would you like to know about it? Let's read to find out.

Discuss with children the title and the author of Maggie's New Sidekick. Help children determine the meaning of the word sidekick by giving examples of other people and characters they know. Point out the cover illustration and ask:

What do you think this robot has to do with the title of the book? Why do you think this girl is imagining this robot? Turn to the title page and look at the illustration. Ask: How do you think this picture relates to what is happening on the cover?

ELL:

To help children better understand vocabulary use picture cards and synonyms.

On Level: Title: Dotty's Art

Guide children to set their own purposes for reading the selection. Children's interest in art should guide this purpose.

Suggest that children imagine an art project that they enjoyed making or that they might enjoy creating. Bring in examples from books, magazines, or the Internet of many different kinds of art. If possible, include a pointillist painting by Seurat, such as A Sunday Afternoon

on La Grande Jatte. After children have seen images by different artists, have them discuss which images they like and why.

SEQUENCE Remind children that one event follows another in most stories. Explain that this is called the sequence of events. Help

them to keep track of what happens first, next, and last. On the board, write down this story's clue words, such as after and finally, and suggest that children look for these as they read.

Below Level: Title: Our School Science Fair

Ask children if they have ever attended or participated in a science fair. Find out if they have read about science fairs in the news. If not, ask them what kinds of science projects they might like to make to show other people. Spark discussion by

offering such ideas as building a simple computer, designing a computer game, or making a model dinosaur skeleton.



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Explain

that the purpose of a science fair is to show and teach others something interesting that you have learned. PREVIEW/use illustrations Have children read

the title and look carefully at the illustrations. Discuss what these suggest about the story's content and possible ending.

Look,

for example, at the illustration on page 4 and ask: What can you tell about these children by looking at this picture? After drawing their

attention to the illustration on page 7, ask: Why do you think the judges are awarding a blue ribbon to these children?

Remind children that an author has a reason or reasons for writing. Ask them if they think the author wants the story to be funny or to give us

information. Have children look for any message or lesson the author may have for the readers. As children read, invite them to

speculate about why the author wrote The Science Fair.

ELL

Invite children to draw picture clues for each vocabulary word on the board. Ask volunteers to name the word associated with

the drawing.

A.

- Listen to audio versions of different stories, poems, and songs with rhythm.
- After reading/ listening to a story, poem, or song have students illustrate the meaning
- Sing words of a poem to tune you know (or make up a tune)
- Model using inflection and intonation when reading aloud to stress rhythm
- Use rhyming books (i.e. Dr. Seuss)

B

- Use graphic organizers (sequencing)
- Chart story (what happened first, next, last)
- Group retelling:
- "Can someone tell me what happened at the _____ (beginning/middle/end)?"

C



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- Model how to distinguish between characters in a story
- Change intonation and inflection when reading aloud based on characters
 - Dramatize readings (acting, puppets, masks)
- Ask questions to determine characters differing points of view
- Provide visuals to demonstrate characters' different points of view (i.e. cartoon thought bubbles)
- Conduct role play
(speaking from the point of view of different characters)

Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: 2

Duration: 12 weeks/2 Trimester

Description:

Use illustrations to understand the text.

Concepts & Understandings

Concepts

- Integration of Knowledge and Ideas

Understandings

- Refer to illustrations and text when answering questions about characters, setting, or plot
- Use illustrations or phrases from the text to describe the character, settings, or plot

Learning Targets

CPI Codes

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.

5.4.2.F.1

Observe and document daily weather conditions and discuss how the weather influences your activities for the day.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers use illustrations to understand the text?

Unit Results

Students will use illustrations to understand the text.

Assessment



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Unit 3 and Unit 4 Selections
 Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
 Performance Tasks
 Reading Series Assessments
 Writing Journals
 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

Writing Process:

Beginning: Children can work with a partner to sketch a beginning, middle, and end and label the pictures. These children will include a picture of setting and label characters in order to support their writing.

Intermediate: Partners can plan and write some sentences. Students will be told to write a phrase on characters, setting, and plot.

Advanced: Have children create a fictional story including plot, character, and setting. Teacher will encourage the children to put forth each story element.

- Conduct a picture walk (prediction making)
- Ask questions to connect illustrations and the text
- “What words and pictures describe the _____ (character, setting, plot) and how?”

Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester2

Description: Use comprehension strategies to improve understanding of text.

Concepts & Understandings

Concepts

- Range of Reading and Level of Text Complexity

Understandings

- Read a variety of genres
- Read literature varying in complexity

Learning Targets

CPI Codes

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



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- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers use comprehension strategies to improve understanding of text?

Unit Results

Students will use comprehension strategies to improve understanding of text.

Assessments

Unit 3 and Unit 4 Selections
Technology (Study Island, www.ReadingStreet.com)
Educational Websites
Teacher Tests
Portfolios
Performance Tasks
Reading Series Assessments
Writing Journals
Teacher Observations
Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

Leveled Readers: Informational Text

Advanced: Title: Plants Grow Everywhere

Encourage children to set a purpose for reading this book. Based on your preview and background discussions, ask the children what they would like to learn from this text. Have them think about the questions they formed based on the chapter headings. Ask: What are some questions people could answer by reading this book? What question would you most like to answer from this book?

WRITING Have the children write about plants in your local area and how they are adapted to the environment. It may be necessary to provide children with additional information (books, magazines, the Internet) to complete this task.

ELL

Use a graphic organizer such as a flow chart to help children better understand sequence of events. Label the chart with the appropriate words (first, then) in both English and the other languages the children know.

On Level: Title: How Do Plants Grow

Informational Text describes different types of plants and the essential things that all plants need to change and grow. Set purpose by asking the children to discuss and preview the book and invite the children to share what they would like to learn from reading the text. Explain to the children that important ideas are the supporting details or facts for the main idea in the story. Knowing the important ideas can help the children understand the author's purpose and gain an understanding of comprehension.

ELL

To help the children better understand the definitions of the adjectives, go on a "sensory hunt" to find things that are bumpy and smooth. Describe what you feel. For example, "The top of the desk is smooth."

Below: Title: How to Grow Tomatoes:

Guide children in determining a purpose for reading. Based on your discussion of the title elicit from the children that the story will be instructional text with information on how to do something. Explain to the children that important ideas are the supporting details or facts for the main idea in the story. Knowing the important ideas can help the children understand the author's purpose and gain an understanding of comprehension. Encourage students to focus on the illustrations throughout the story in order to support comprehension.



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- Expose students to a variety of genres
- Expose students to literature varying in complexity
- Scaffold reading and comprehension as needed

Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 2

Duration: 12 weeks/Trimester 2

Description:

Use text to support answers to questions and make connections between concepts.

Concepts & Understandings

Concepts

- Key Ideas and Details

Understandings

A

- Answer "wh" questions about the text
- Develop "wh" questions about the text

B

- Determine the main idea
- Identify key details
- Connect key details to determine main topic of the text

C

- Recognize relationships between events or order of steps in a process
- Recognize and use time order words/transitions to determine sequence

Learning Targets

CPI Codes

A

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.

5.3.2.D.2 Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development.

2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information



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presented in a bar graph.

B

RI.2.2

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

5.3.2.E.1 Describe similarities and differences in observable traits between parents and offspring.

C

RI.2.3

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

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers use text to support answers to questions and make connections between concepts?

Unit Results

Students will use text to support answers to questions and make connections between concepts.

Assessments

Unit 3 and Unit 4 Selections
 Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
 Performance Tasks
 Reading Series Assessments
 Writing Journals
 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

- Ask "wh" questions during and after a reading
- Provide opportunities for students to answer "wh" questions
- Graphic organizer (i.e. KWL chart)
- Record data using daily logs, graphs, charts, etc.



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- Teach annotating
 - Highlight or underline main idea and key details
- Instruct and model how to identify main idea and connect details of a text
- Model strategies to determine connections in a text
- Use graphic organizers (i.e. timeline, sentence strips)
- Complete activities in which students must follow a set of directions (i.e. science experiment)

Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester2

Description:

Use text features to determine the meaning of words, locate information and analyze point of view and/or purpose.

Concepts & Understandings

Concepts

- Craft and Structure

Understandings

A

- Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text
- Use text features to determine and clarify meaning of words and phrases
- Locate and define vocabulary using glossary and context clues

B

- Identify the purpose of text features
- Identify text features to gather information
- Scan headings, titles, diagrams, and key vocabulary to locate facts
- Use text features to make predictions and answer questions about the text



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C

- Identify author's purpose of a text
- Identify the intended audience
- Explain the context in which this text can be used

Learning Targets

CPI Codes

A

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

B

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.

C

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

5.3.2.E.2 Describe how similar structures found in different organisms (e.g., eyes, ears, mouths) have similar functions and enable those organisms to survive in different environments.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

How do readers use text features to determine the meaning of words, locate information and analyze point of view and/or purpose?

Unit Results

Students will use text features to determine the meaning of words, locate information and analyze point of view and/or purpose.

Assessments

Unit 3 and Unit 4 Selections
 Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
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 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- Model use of text features, glossaries and context clues
- Use graphic organizer (i.e. Fill in the blank sentences)



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- Have students use words in context

B

- Teach students how to locate key facts and information using text features
- Teach annotating

- Highlight or underline main idea and details

C

Ask questions:

- "What is the author's purpose?"
- "Why did the author write the text?"
- "Who is the audience?"
- "How can you use this information?"

Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description:

Make connections or determine differences/ similarities using images and words to demonstrate understanding of the text.

Concepts & Understandings

Concepts

Integration of Knowledge and Ideas

Understandings

A

- Locate and describe images used in the text
- Answer questions based on images (i.e. illustrations, diagrams, maps, graphs)
- Identify commonalities between text and text features and explain how they support each other

B

- Identify reasons that support the author's point
- Evaluate reasons to determine if they support the author's point

C

- Identify the key points of a text
- Compare and contrast the key points in two texts on the same topic



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Learning Targets

CPI Codes

A

RI.2.7

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

5.2.2.E.1 Investigate and model the various ways that inanimated objects can move

B

RI.2.8

Describe how reasons support specific points the author makes in a text.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

C

RI.2.9

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

6.1.4.B.8 Compare ways people choose to use and divide natural resources.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers make connections or determine differences/ similarities using images and words to demonstrate understanding of the text?

Unit Results

Students will make connections or determine differences/ similarities using images and words to demonstrate understanding of the text.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

Leveled Readers: Compare and Contrast

Advanced: Title: Saint Bernards and Other Working Dogs

Discuss with children the title and author of Saint Bernards and Other Working Dogs. Based on the cover photograph of the three dogs, ask children what they think this book will be about. BUILD BACKGROUND Ask children whether they know about Saint Bernards. Tell them that these large dogs were once famous all over



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the world as dogs that rescued people in snow-covered mountains. Barry, one particular Saint Bernard, became very famous. Ask: What other kinds of dogs do you know that help people in their day-to-day lives? What do the dogs do? PREVIEW/TAKE A PICTURE WALK Invite children to take a picture walk through the book. Ask them what they know about the dogs on page 3. Look through the rest of the book and discuss other dogs at work.

ELL

Ask children to tell about dogs that work in other countries they may know. In Latin American and South Asian countries with high incidences of earthquakes, for instance, dogs are often used to look for survivors. Ask children if they know of other animals that are trained to help people.

On Level: Title: Showing Good Manners

Discuss with children the title and author of *Getting Along*. Based on the title, ask children what kind of information they think this book will provide. Does the cover illustration give any additional clues? BUILD BACKGROUND Ask children to talk about how they get along with their friends and family members. PREVIEW/TAKE A PICTURE WALK Invite children to look at the pictures in the book. Then ask them how the pictures give clues to what the book will be about.

ELL

Ask: What advice would you give about how to get along with classmates? family members? What are some ways that have helped you get along with others? What are some things that people should NOT do if they want to get along with one another? Ask children to share the words for please, thank you, and excuse me in other languages they may know. Discuss other words they know that show good manners, and talk about when those words might be used.

Below: Title: Where is Fish?

Discuss with children the title and the author of *Where is Fish?*. Based on the title and the cover illustration, ask them what they think this play

will be about and which characters they think will be in it. BUILD BACKGROUND Ask children to talk about plays: Have they ever seen one? What are they like? How is reading a play different from reading a story? Lead children to talk about a play with characters who act out the story. Point out that the characters seem to be talking animals. Use this suggestion to begin

a discussion about distinguishing fantasy and realism. PREVIEW/USE TEXT FEATURES Help the children look through the play and notice that each character's part is identified. Ask them who they think the main character is. There may be some disagreement as to whether it is Bird or Fish. Explain that there may be two main characters.

A

- Teach students how to make connections between images and text
- Teach students how images contribute to a text

B

- Teach students to identify reasons within a text
- Ask questions to evaluate reasons
- - "Do you think that is a good reason? Why or why not?"

C

- Model how to identify key points in a text
- Present multiple texts on the same topic
- Teach how to compare and contrasts two texts
- Use graphic organizers (i.e. Venn Diagram)



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Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 2

Description: Understand information texts in all subject areas.

Concepts & Understandings

Concepts

- Range of Reading and Level of Text Complexity

Understandings

- Comprehend informational text at grade level proficiency

Learning Targets

CPI Codes

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers understand information texts in all subject areas?

Unit Results

Students will understand information texts in all subject areas.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities



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The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

- Smart Exchange long and short vowel sounds
- Expose students to a variety of grade level informational text
- Scaffold reading and comprehension as needed

Unit Overview

Content Area: English Language Arts

Unit Title: Foundational Skills

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description: Apply phonics to decode words.

Concepts & Understandings

Concepts

- Phonics and Word Recognition

Understandings

A

- Identify long and short vowel sounds
- Identify words which contain long and short vowels
- Sort long and short vowel words

B

- Identify common vowel teams (diphthongs)
- Apply spelling rules for vowel teams

C

- Identify two syllable words
- Divide words into syllables
(pattern of syllables used to determine vowel sound)

D

- List prefixes and suffixes and their meanings
- Determine parts of a word (root, prefix, suffix)

E

- List common irregular spelling-sound correspondences
- Ex: Kn- Know, Knot, Knock
Ph- Phone, phonics

F

- Identify commonly misspelled words

Learning Targets

CPI Codes

A



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RF 2.3a

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

B

RF 2.3b

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

- b. Know spelling-sound correspondences for additional common vowel teams.

C

RF 2.3c

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

- c. Decode regularly spelled two-syllable words with long vowels.

D

RF 2.3d

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

- d. Decode words with common prefixes and suffixes.

E

RF 2.3e

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

- e. Identify words with inconsistent but common spelling-sound correspondences.

F

RF 2.3f

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

- f. Recognize and read grade-appropriate irregularly spelled words.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers apply phonics to decode words?

Unit Results

Students will apply phonics to decode words.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

Smart Exchange Lesson Long and short vowel sounds.



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A.

Teach long and short vowel patterns

Ex. Short: CVC

Ex. Long: CVCe

Picture sorts of long and short vowels (one vowel at a time, ex: short and long a

B

C

- Clapping
- Divide and mark syllables
Ex: "Hotel"
1st Syllable: ho- (Long vowel O)
2nd Syllable: -tel (Short vowel E)

D

- Create prefix and suffix meaning charts (i.e. re-, pre-, -ly, -ing, etc.)
- Teach how affixes affect the meaning of a root word
- Teach vowel teams
 - Regular: Ex-Long A: a-e, ai, ay
 - Irregular: Ex-oi, oo, oy
- Match vowel team to picture
 - Ex: Picture of "boy" Index cards with: "oi" and "oy"
- Personal list of words (Word Study Journal)
Spelling dictations

E

- Personal list of words (Word Study Journal)

F

- Word wall
- Word rings
- Personal list of words (Word Study Journal)

Unit Overview

Content Area: English Language Arts

Unit Title: Foundational Skills

Target Course/Grade Level: 2

Duration: 2 Weeks/Trimester 2

Description:

Improve fluency to support comprehension.

Concepts & Understandings



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Concepts

Fluency

Understandings

A

- Employ reading strategies while reading independently and aloud
 - Pre-reading: prediction making, setting a purpose
 - During reading: ask/answer questions, make connections
 - After reading: summarize

B

- Read text with:
 - Accuracy
 - Appropriate rate
 - Expression

Learning Targets

CPI Codes

A

RF2.4.a.

Read grade-level text with purpose and understanding.

6.1.P.D.1

Describe characteristics of oneself, one's family, and others.

B

RF2.4.b

Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do readers improve fluency to support comprehension?

Unit Results

Students will improve fluency to support comprehension.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

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Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:



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Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- Model strategies good readers use (i.e. questioning, re-reading, using context clues)
- Practice a variety of reading formats:
 - student guided reading
 - peer reading
 - Teacher read-aloud

B

- Model fluent reading with proper pacing, emphasis, and expression
- Administer running records and fluency tests
- Fresh Reads

Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 Weeks/ Trimester 2

Description:

Use effective narratives and find evidence to support an opinion.

Concepts & Understandings



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Concepts

- Text Types and Purposes

Understandings

A

- Develop a clear, focused topic sentence that states an opinion
- Brainstorm reasons that support an opinion
- Identify and write valid reasons
- Use linking words and phrases when drafting body
- Draft a conclusion to support an opening statement

B

- Brainstorm basic story elements (setting, plot, character, conflict and resolution)
- Draft narrative (Include descriptions, thoughts and feelings into draft)
- Write a conclusion that resolves the narrative

Learning Targets

CPI Codes

A

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 concluding statement or section.

B

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.

5.1.P.A.1

Display curiosity about science objects, materials, activities, and longer-term investigations in progress.

21st Century Themes and Skills

- Environmental Literacy, Critical Thinking and Problem Solving

Guiding Questions

- How do writers use effective narratives and find evidence to support their opinion?

Unit Results

Students will use effective narratives and find evidence to support their opinion.



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Assessments

Unit 3 and Unit 4 Selections
 Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
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 Writing Journals
 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- Provide blank template for organizational structure (includes: opinion, valid reasons)
- Model drafting writing
- Use graphic organizers (i.e. KWL chart, Pro/Con List, Venn Diagram, Web, Opinion/Supporting Evidence)
- Create word wall (i.e. linking words)
- Introduce writing rubric

B

- Conduct mini lesson on story elements *Smart Exchange*
- Use graphic organizers for brainstorming
- Model strategies to develop strong openings and closings (provide examples)
- Teach how to integrate descriptions, thoughts, and feelings into writing (provide examples)
- Introduce transition words

Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 2

Description:

Use the writing process to improve text.



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Concepts & Understandings

Concepts

- Production and Distribution of Writing

Understandings

A

- Complete the following stages of the writing process: brainstorm, draft, revise/edit
- Peer edit (TAG)

B

- Use technology to record and organize information
- With guidance, use technology to publish writing in a variety of formats
- Collaborate with others

Learning Targets

CPI Codes

A

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

5.1.P.D.1

Represent observations and work through drawing, recording data, and "writing."

B

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.

5.1.4.D.1

Actively participate in discussions about student data, questions, and understandings.

21st Century Themes and Skills

- Environmental Literacy, Information Literacy, Communication and Collaboration

Guiding Questions

- How do writers use the writing process to improve text?

Unit Results

Students will use the writing process to improve text.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests



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Portfolios
Performance Tasks
Reading Series Assessments
Writing Journals
Teacher Observations
Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- List and model steps of the writing process
- Mini-lessons as needed
- Use writing scoring rubric
- Teach rules/strategies for peer editing
- Conduct writing conferences
- Keep writing logs/journals

B

- Access computer lab
- Demonstrate how to use various publishing technologies
- Provide opportunities for peer collaboration

Unit Overview

Content Area: English Language Arts

Unit Title: Writing



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Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description:

Evaluate and use sources throughout the writing process.

Concepts & Understandings

Concepts

- Research to Build and Present Knowledge

Understandings

A

- Explore subject using various sources
- Take notes to record information from sources
- Determine if source is appropriate in relation to topic
- Evaluate and organize information
- Draft research writing project

B

- Access prior knowledge to answer questions
- Answer questions by referring to information from a given source

Learning Targets

CPI Codes

A

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).

B

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

6.1.4.D.2

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

21st Century Themes and Skills

- Environmental Literacy, Information Literacy, Communication and Collaboration

Guiding Questions

- How do writers evaluate and use sources?



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Unit Results

Students will evaluate and use sources throughout the writing process.

Assessment

Unit 3 and Unit 4 Selections
 Technology (Study Island, www.ReadingStreet.com)
 Educational Websites
 Teacher Tests
 Portfolios
 Performance Tasks
 Reading Series Assessments
 Writing Journals
 Teacher Observations
 Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- Provide lesson on basic researching skills
- Provide multiple sources on topics
- Teach annotating/ note taking
-Highlight or underline main idea and details
- Have students complete information sorting activities
- Model how to evaluate information for writing (what to include vs. what not to include)

B

- Provide multiple sources on topics:
- Model how to use sources to answer questions
- Conduct group discussions
- Role play

ELL

Provide children with practice with comparative and superlative adjectives through use of grammar.

Unit Overview

Content Area: English Language Arts

Unit Title: Speaking and Listening

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description:



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Express thoughts and ideas in an effective manners.

Concepts & Understandings

Concepts

- Comprehension and Collaboration

Understandings

A

- Follow determined rules during class discussions

B

- Contribute to the classroom conversations by active listening, asking questions, and linking comments within the discussion
- Demonstrate ability to stay on topic

C

- Listen for and identify key ideas and details in a text read aloud or information presented orally
- Listen for and identify information presented in a variety of formats
- Retell a text or information using key ideas and/or details

Learning Targets

CPI Codes

A

SL.2.1 a Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B

SL.2.1 b Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

b. Build on others' talk in conversations by linking their comments to the remarks of others.

C

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

21st Century Themes and Skills

- Environmental Literacy, Communication and Collaboration

Guiding Questions

- How do students express thoughts and ideas in an effective manners?

Unit Results



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Students will express thoughts and ideas in an effective manners.

Assessments

- Unit 3 and Unit 4 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- Establish and model rules for discussion including: active listening, turn taking, respect opinions, establishing roles
- Create classroom rules chart
- Practice large and small group discussions

B

- Provide opportunities for classroom conversations
- Introduce how to link conversations
- Model “give and take” within a discussion
- Model characteristics of good conversation:
 - Pose and respond to questions, avoid repetition, stay on topic, etc.

C

- Teach/review strategies for active listening
- Present information through various media formats
- Model how to identify key ideas and details in media presented orally

Unit Overview

Content Area: English Language Arts

Unit Title: Speaking and Listening

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2



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Description: Demonstrate command of formal English.

Concepts & Understandings

Concepts

- Presentation of Knowledge and Ideas

Understandings

A

- Distinguish between relevant and irrelevant details
- Use time order words/transitions to sequence important event
- Use appropriate non-verbal techniques to enhance communication
- Speak at an appropriate pace, volume, and tone

B

- Read story or poem (original or previously published) aloud for recording
- Use a variety of formats to enhance reading (visual display)

C

- Distinguish among fragment, complete and run-on sentences
- Speak in complete sentences
- Provide requested detail or clarification

Learning Targets

CPI Codes

A

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

B

SL.2.5.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

C

SL.2.6.

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

21st Century Themes and Skills

- Environmental Literacy, Communication and Collaboration

Guiding Questions

- How do students demonstrate command of formal English?

Unit Results

Students will demonstrate command of formal English.



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Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

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Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

A

- Introduce and model basic public speaking skills
- Demonstrate the use of non-verbal techniques (posture, eye contact, facial expression and gesture)
- Create a public speaking checklist
- Provide opportunities for students to practice public speaking skills

B

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

ELL

- Encourage students to speak in complete sentences
- Model the use of standard English
- Observe and document students' use of language



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Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/Trimester 2

Description:

Effectively use the conventions of standard English mechanics to convey a message.

Concepts & Understandings

Concepts

- Conventions of Standard English

Understandings

A

- Identify and define collective nouns

B

- Identify and define frequently occurring irregular plural nouns
- Form the irregular plurals of frequently occurring
- singu



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C

- Identify and define reflexive pronouns
- Demonstrate the use of reflexive pronouns in oral and written language

D

- Identify and define past tense of frequently occurring irregular verbs

E

- Distinguish between a simple and compound sentence
- Produce complete simple and compound sentences

F

- Distinguish between common and proper nouns
- Demonstrate correct capitalization of holidays, product names, and geographic names in writing
- Use correct capitalization

G

- Singular Nouns
- Identify the components of a letter
- Demonstrate the correct use of commas when writing letters

H

- Identify and explain the purpose and formation of contractions and possessives.
- Demonstrate correct formation and use of contractions and possessives.
- Use apostrophes in contractions and possessives correctly

I



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- Identify common spelling patterns.
- Demonstrate use of learned spelling patterns when writing.

J

- Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.
- Strengthen writing by using reference materials when drafting and editing.

K

- Identify and distinguish between formal and informal English.
- Identify purposes, audiences, and environments that require formal and informal English.
- Adjust use of formal and informal English for purpose, audience, and environment.

Learning Targets

CPI Codes

A

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

a. Use collective nouns (e.g., *group*).

B

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

C

b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).



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

c. Use reflexive pronouns (e.g., *myself, ourselves*).

D

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

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

E

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

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

F

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

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*).

G

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

a. Capitalize holidays, product names, and geographic names.

H

L.2.2 b

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

b. Use commas in greetings and closings of letters.

I

L.2.2 c

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

c. Use an apostrophe to form contractions and frequently occurring possessives.

J

L.2.2d

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

d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).

K

L.2.2e



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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

21st Century Themes and Skills

- Environmental Literacy, Communication and Collaboration

Guiding Questions

- How do students effectively use the conventions of standard English mechanics to convey a message?

Unit Results

Students will use the conventions of standard English mechanics to convey a message.

Assessments

Unit 3 and Unit 4 Selections
Technology (Study Island, www.ReadingStreet.com)
Educational Websites
Teacher Tests
Portfolios
Performance Tasks
Reading Series Assessments
Writing Journals
Teacher Observations
Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

- Provide examples of collective nouns
- Provide oral and written practice
 - Provide examples of irregular plural nouns
 - Provide oral and written practice
- Provide examples of reflexive pronouns
- Provide oral and written practice
- Provide examples of past tense irregular verbs
- Provide oral and written practice
- Provide examples of adjectives and adverbs (review verbs)
- Demonstrate the correct use of adjectives and adverbs



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- Provide oral and written practice
- Have students write a friendly letter
- Provide examples of correct use and formation of contractions
- Provide examples of spelling patterns (i.e. word wall)
- Provide oral and written practice

ELL

- Provide examples of complete simple and compound sentences (teach conjunctions)
- Provide oral and written practice
- Provide examples of correct and incorrect capitalization
- Provide written practice
- Provide examples of letters
- Provide written practice
- Model and pictures use of reference materials to check spelling

Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description:

Use their knowledge of language to communicate effectively and increase understanding.

Concepts & Understandings

Concepts

- Knowledge of Language

Understandings

- Identify and distinguish between formal and informal English.
- Identify purposes, audiences, and environments that require formal and informal English.
- Adjust use of formal and informal English for purpose, audience, and environment.

Learning Targets



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CPI Codes

L.2.3.a

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English

21st Century Themes and Skills

- Environmental Literacy, Communication and Collaboration

Guiding Questions

- How do students use their knowledge of language to communicate effectively and increase understanding?

Unit Results

Students will use their knowledge of language to communicate effectively and increase understanding.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (ELL, Sp.Ed, At-Risk)

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

Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 2

Description:

Apply knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words.

Concepts & Understandings

Concepts

- Vocabulary Acquisition and Use

Understandings

A



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- Identify context clues that help determine or clarify the meaning of a word or phrase.
- Access prior knowledge to help determine or clarify the meaning of a word or phrase.
- Discuss words and word meanings as they are encountered.

B

- Identify common prefixes and their meaning.
- Use meaning of known words and prefixes to explain the meaning of new words

C

- Identify compound words presented orally and in a variety of texts.
- Combine meanings of individual words together to determine meaning of new compound words.
- Use compound words orally and in writing.

D

- Apply alphabet knowledge to use glossaries and dictionaries.
- Use guide words and text features to help find information within a specific source.
- Strengthen writing by using glossaries and beginning dictionaries to determine word choice.

E

- Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life

F

- Identify synonyms for given verbs and adjectives
- Use context clues to distinguish intensity (nuances) of meaning among synonyms

G

- Use grade appropriate language and vocabulary at a level of proficiency
- Use standard English to communicate effectively

Learning Targets

CPI Codes

A



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L.2.4 a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

B

L.2.4.b 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.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*)

C

L.2.4.d 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.

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

D

L.2.4.e

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.

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

E

L.2.5.a

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

a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

F

L.2.5.b

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

b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

G

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*).

21st Century Themes and Skills

- Environmental Literacy, Communication and Collaboration

Guiding Questions



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How do student apply their knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words?

Unit Results

Students will apply their knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words.

Assessments

Unit 3 and Unit 4 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Model the use of context clues to determine the meaning of unknown words
- Provide oral and written practice
- Create a prefix meaning charts (i.e. re-, pre-, etc.) **Smart Exchange**
- Teach how prefixes affect the meaning of a root word
- Provide written practice

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

- Model use of dictionary and glossary when new vocabulary words are presented
- Provide opportunities for practice

- Model making connections between words and their uses (verbalize thinking process)
- Verb: Demonstrate different degrees of action
- Ex: The differences between tossing, hurling, and throwing a ball
- Adjectives: Using an illustration, have students determine adjectives to describe the picture. After creating the list of adjectives, determine which words are most accurate according to the context.

ELL

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



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Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level:

Duration: 12 Weeks/Trimester 3

Description: Use text to support answers to questions.

Concepts & Understandings

Concepts

Key Ideas and Details

Understandings

A

- Answer "wh" questions about the text
- Develop "wh" questions about the text

B

- Identify how character responds to a situation (cause and effect)
- Link personal experiences to text
- Answer guided open ended questions

Learning Targets

CPI Codes

A

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.

2.G.1.

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

B

RL.2.3

Describe how characters in a story respond to major events and challenges.

6.3.4.D.1

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

9.1.4.D.3

Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers use text to support answers to questions?**

Unit Results

Students will use text to support answers to questions.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations



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Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

A.

- Ask "wh" questions during and after a reading
- Provide opportunities for students to answer "wh" questions
- Use graphic organizer (i.e. Story Map) Smart Exchange
- Have students complete journal entries

ELL

- Use pictures to show character development (sequence, illustrations, magazines photographs)
- Use character maps as visual tool

Unit Overview

Content Area: English Language Arts

Unit Title: Reading Literature

Target Course/Grade Level: 2

Duration: 12 Weeks/Trimester 3

Description: Interpret the author's use of language.

Concepts & Understandings

Concepts

- Craft and Structure

Understandings

A

- Ask/show why the author chose to use repeated words or phrases
- Demonstrate rhythm through physical movement (clapping, stomping, etc.)
- Use inflection and intonation when reading aloud to stress rhythm

B

- Identify events that occurred at the beginning, middle, and end of a story
- Examine basic story elements at each point in the story (ex. plot- conflict/solution)

C

- Distinguish between characters in a story
- Change intonation and inflection when reading aloud based on characters
- Dramatize readings (acting, puppets, masks)
- Answer questions to determine characters differing points of view

Learning Targets

CPI Codes

A

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

B

RL2.5.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



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9.1.4.A.1

C

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.

6.1.P.D.3

Express individuality and cultural diversity (e.g., through dramatic play).

6.3.4.A.3

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers interpret the author's use of language?**

Unit Results

Students will interpret the author's use of language.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- A**
- **ELL:** Listen to audio versions of different stories, poems, and songs with rhythm.
 - After reading/ listening to a story, poem, or song have students illustrate the meaning
 - **ELL:** Sing words of a poem to tune you know (or make up a tune)
 - Model using inflection and intonation when reading aloud to stress rhythm
 - Use rhyming books (i.e. Dr. Seuss)
- B**
- Use graphic organizers (sequencing)
 - Chart story (what happened first, next, last)
 - Group retelling:
 - "Can someone tell me what happened at the ____ (beginning/middle/end)?"
- C**
- Model how to distinguish between characters in a story
 - Change intonation and inflection when reading aloud based on characters
 - Dramatize readings (acting, puppets, masks)
 - Ask questions to determine characters differing points of view
 - Provide visuals to demonstrate characters' different points of view (i.e. cartoon thought bubbles)
 - Conduct role play (speaking from the point of view of different characters)

Unit Overview

Content Area: Reading Language Arts



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Title: Informational Text	
Target Course/Grade Level: 2	
Duration: 12 Weeks/Trimester 3	
Description: Use illustrations to understand the text.	
Concepts & Understandings	
Concepts <ul style="list-style-type: none"> Integration of Knowledge and Ideas 	Understandings <ul style="list-style-type: none"> Refer to illustrations and text when answering questions about characters, setting, or plot Use illustrations or phrases from the text to describe the character, settings, or plot
Learning Targets	
CPI Codes <ul style="list-style-type: none"> 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. 6.3.4.A.1 Evaluate what makes a good rule or law. 	
21st Century Themes and Skills	
<ul style="list-style-type: none"> Global Awareness, Critical Thinking and Problem Solving 	
Guiding Questions	
<ul style="list-style-type: none"> How do readers use illustrations to understand the text? 	
Unit Results	
<p><i>Students will use illustrations to understand the text.</i></p> <p>Assessments</p> <p>Unit 5 and Unit 6 Selections Technology (Study Island, www.ReadingStreet.com) Educational Websites Teacher Tests Portfolios Performance Tasks Reading Series Assessments Writing Journals Teacher Observations</p> <p>Rubrics</p>	
Suggested Activities	
<p><i>The following activities can be incorporated into the daily lessons:</i></p> <p>Differentiated Instruction: (Sp.Ed, At-Risk)</p> <ul style="list-style-type: none"> Conduct a picture walk (prediction making) Ask questions to connect illustrations and the text <p>ELL</p> <ul style="list-style-type: none"> “What words and pictures describe the _____ (character, setting, plot) and how?” 	
Unit Overview	
Content Area: English Language Arts	
Unit Title: Informational Text	
Target Course/Grade Level: 2	
Duration: 12 Weeks/Trimester 3	
Description: Use comprehension strategies to improve understanding of text.	



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Concepts & Understandings	
Concepts <ul style="list-style-type: none"> • Range of Reading and Level of Text Complexity 	Understandings <ul style="list-style-type: none"> • Read a variety of genres • Read literature varying in complexity
Learning Targets	
CPI Codes RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
21 st Century Themes and Skills	
<ul style="list-style-type: none"> • Global Awareness, Critical Thinking and Problem Solving 	
Guiding Questions	
<ul style="list-style-type: none"> • How do readers use comprehension strategies to improve understanding of text? 	
Unit Results	
<i>Students will use comprehension strategies to improve understanding of text.</i> Assessments Unit 5 and Unit 6 Selections Technology (Study Island, www.ReadingStreet.com) Educational Websites Teacher Tests Portfolios Performance Tasks Reading Series Assessments Writing Journals Teacher Observations Rubrics	
Suggested Activities	
<i>The following activities can be incorporated into the daily lessons:</i> <ul style="list-style-type: none"> • <i>Expose students to a variety of genres</i> • <i>Expose students to literature varying in complexity</i> • <i>Scaffold reading and comprehension as needed</i> 	
Unit Overview	
Content Area: Reading Language Arts	
Unit Title: Informational Text	
Target Course/Grade Level:	
Duration: 12 Weeks/Trimester 3	
Description: Support answers to questions and make connections between concepts.	
Concepts & Understandings	
Concepts <ul style="list-style-type: none"> • Key Ideas and Details 	Understandings A <ul style="list-style-type: none"> • Answer "wh" questions about the text • Develop "wh" questions about the text B <ul style="list-style-type: none"> • Determine the main idea Identify key details • Connect key details to determine main topic of the text



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C

- Recognize relationships between events or order of steps in a process
- Recognize and use time order words/transitions to determine sequence

Learning Targets

CPI Codes

A

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.

6.1.4.A.1

Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

B

RI.2.2

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

6.1.P.A.1

Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2

Demonstrate responsibility by initiating simple classroom tasks and jobs.

C

RI.2.3

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

6.1.4.D.3

Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers use text to support answers to questions and make connections between concepts?**

Unit Results

Students will use text to support answers to questions and make connections between concepts.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

A

- Ask "wh" questions during and after a reading
- Provide opportunities for students to answer "wh" questions
- Graphic organizer (i.e. KWL chart)



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B

- Teach annotating

- Highlight or underline main idea and key details

- Instruct and model how to identify main idea and connect details of a text
- Develop and create classroom charts

C

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

ELL

Display picture card and have students place the picture cards in sequential order.



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Unit Overview

Content Area: Reading Language Arts

Unit Title: Informational Text

Target Course/Grade Level:

Duration: 12 Weeks/Trimester 3

Description: Determine the meaning of words, locate information and analyze point of view and/or purpose.

Concepts & Understandings

Concepts

- **Craft and Structure**

Understandings

A

- Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text
- Use text features to determine and clarify meaning of words and phrases
- Locate and define vocabulary using glossary and context clues

B

- Identify the purpose of text features
- Identify text features to gather information
- Scan headings, titles, diagrams, and key vocabulary to locate facts
- Use text features to make predictions and answer questions about the text

C

- Identify author's purpose of a text
- Identify the intended audience
- Explain the context in which this text can be used

Learning Targets

CPI Codes

A

RI.2.4

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

6.1.P.B.2

Identify, discuss, and role-play the duties of a range of community workers.

B

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.

C

RI.2.6

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

6.1.P.A.2

Demonstrate responsibility by initiating simple classroom tasks and jobs.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers use text features to determine the meaning of words , locate information and analyze point of view and/or purpose**

Unit Results



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Students will use text features to determine the meaning of word, locate information and analyze point of view and/or purpose.

Assessments

- Unit 5 and Unit 6 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- A**
- Model use of text features, glossaries and context clues
 - Use graphic organizer (i.e. Fill in the blank sentences)
 - Have students use words in context
 - Role play
 - Teach students how to locate key facts and information using text features
 - Teach annotating
 - Highlight or underline main idea and

Details

- Ask questions:
 - "What is the author's purpose?"
 - "Why did the author write the text?"
 - "Who is the audience?"
 - "How can you use this information?"

Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 2

Duration: 12 weeks / Trimester 3

Description: Determine differences/similarities using images and words to demonstrate understanding of the text.

Concepts & Understandings

Concepts

- Integration of Knowledge and Ideas

Understandings

A

- Locate and describe images used in the text
- Answer questions based on images (i.e. illustrations, diagrams, maps, graphs)
- Identify commonalities between text and text features and explain how they support each other

B

- Identify reasons that support the author's point to determine if they support the author's pointEvaluate reasons



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C

- Identify the key points of a text
- Compare and contrast the key points in two texts on the same topic

Learning Targets

CPI Codes

A

RI.2.7

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

6.1.4.D.4

Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.B.2

Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

B

RI.2.8

Describe how reasons support specific points the author makes in a text.

6.1.P.A.3

Demonstrate appropriate behavior when collaborating with others.

C

RI.2.9

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

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers make connections or determine differences/ similarities using images and words to demonstrate understanding of the text?**

Unit Results

Students will connections or determine differences/similarities using images and words to demonstrate understanding of the text.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

ELL

- Teach students how images contribute to a text Teach students how to make connections between images and text

Differentiated Instruction: (Sp.Ed, At-Risk)

- Teach students to identify reasons within a text Ask questions to evaluate reasons - "Do you think that is a good reason? Why or why not?"
- Model how to identify key points in a text
- Present multiple texts on the same topic
- Teach how to compare and contrasts two texts Use graphic organizers (i.e. Venn-Diagram, Smart Exchange)



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Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 2

Duration: 12 weeks/Trimester 3

Description: Understand information texts in all subject areas.

Concepts & Understandings

Concepts

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

Understandings

- Comprehend informational text at grade level proficiency

Learning Targets

CPI Codes

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers understand information texts in all subject areas?**

Unit Results

Students will understand information texts in all subject areas.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

- Expose students to a variety of grade level informational text Scaffold reading and comprehension as needed

Differentiated Instruction: (Sp.Ed, At-Risk)

Leveled readers:

Below: Just Like Granpa

SET PURPOSE Have children set a purpose for reading Just Like Grandpa. Ask them to think about what clues the title might give about the story. STRATEGY SUPPORT: PREDICT AND SET PURPOSE remind children that when we predict, we think about what will probably happen next in a story. Then we read on to see if we are right. Model making a prediction by saying: "After I read page 3, I think about what Grandpa might think about Mike's Battle of the Books. I think he will be excited for Mike. I'll read on to see if I'm right or not." Turn to page 5 and say: "I was right. Grandpa thinks the Battle of the Books sounds fun." As children read the rest of the book, remind them about the purpose they set for reading and to make predictions about what will happen next.

On Level: Voting Day

Have children set a purpose for reading Voting Day. Ask them to think about how voting works and what voters should do to prepare for voting. STRATEGY SUPPORT: PREDICT AND SET PURPOSE Tell children that good readers set their purpose for reading by predicting what will probably happen next. Explain that they look for clues as they read to help them decide what might happen next in the story. Model questions to ask while reading: What is happening? Does this match what I predicted might happen? What changes should I make in my predictions?



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Advanced : Happy New Year

Have set a purpose for reading Happy New Year! Ask them to think about how holidays like New Year are celebrated by cultures all over the world. Remind children that good readers set their purpose for reading by predicting what will probably happen next. As they read, then can adjust their predictions and purposes for reading. Model questions to ask while reading: What is happening? Does this match what I predicted might happen? What changes should I make in my predictions?

ELL:

Make sure children understand that the contest called “Battle of the Books” was not a real battle or part of a real war at Mike’s school. Point out the capitalization and explain that the words are capitalized because it’s the specific name of the contest that is being held.

Unit Overview

Content Area: English Language Arts

Unit Title: Foundational Skills

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Apply phonics to decode words.

Concepts & Understandings

Concepts

- **Phonics and Word Recognition**

Understandings

A

- Identify long and short vowel sounds
- Identify words which contain long and short vowels
- Sort long and short vowel words

B

- Identify common vowel teams (diphthongs)
- Apply spelling rules for vowel teams

C

- Identify two syllable words
- Divide words into syllables
(pattern of syllables used to determine vowel sound)

D

- List prefixes and suffixes and their meanings
- Determine parts of a word (root, prefix, suffix)

E

- List common irregular spelling-sound correspondences
Ex: Kn- Know, Knot, Knock
Ph- Phone, phonics

F

Identify commonly misspelled words

Learning Targets

CPI Codes

A

RF 2.3a

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

- Distinguish long and short vowels when reading regularly spelled one-syllable words.

B

RF 2.3b

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

- Know spelling-sound correspondences for additional common vowel teams.



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C

RF 2.3c

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

- c. Decode regularly spelled two-syllable words with long vowels.

D

RF 2.3d

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

- d. Decode words with common prefixes and suffixes.

E

RF 2.3e

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

- e. Identify words with inconsistent but common spelling-sound correspondences.

F

RF 2.3f

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

- f. Recognize and read grade-appropriate irregularly spelled words.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers apply phonics to decode words?**

Unit Results

Students will apply phonics to decode words.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Teach long and short vowel patterns
Ex. Short: CVC
Ex. Long: CVCe
ELL: Picture sorts of long and short vowels (one vowel at a time, ex: short and long a)
- Teach vowel teams
- Regular: Ex-Long A: a-e, ai, ay
- Irregular: Ex-oi, oo, oy
- Match vowel team to picture
- Ex: Picture of "boy" Index cards with: "oi" and "oy"
- Personal list of words (Word Study Journal)
Spelling dictations



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- Clapping Divide and mark syllables
Ex: "Hotel"
1st Syllable: ho- (Long vowel O)
2nd Syllable: -tel (Short vowel E)
- Create prefix and suffix meaning charts (i.e. re-, pre-, -ly, -ing, etc.) Teach how affixes affect the meaning of a root word
- Personal list of words (Word Study Journal)
- Word wall Word rings Personal list of words (Word Study Journal)



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Unit Overview

Content Area: English Language Arts

Unit Title: Foundational Skills

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 2

Description: Improve fluency to support comprehension.

Concepts & Understandings

Concepts

- Fluency

Understandings

- A**
 - Employ reading strategies while reading independently and aloud
 - Pre-reading: prediction making, setting a purpose
 - During reading: ask/answer questions, make connections
 - After reading: summarize
- B**
 - Read text with:
 - Accuracy
 - Appropriate rate
- C**
 - Use context clues when decoding and determining word meaning

Learning Targets

CPI Codes

A

RF2.4.a

Read grade-level text with purpose and understanding.

6.1.P.D.1

Describe characteristics of oneself, one's family, and others.

B

RF2.4.b

Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

C

RF2.4.c

Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do readers improve fluency to support comprehension?**

Unit Results

Students will improve fluency to support comprehension.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests



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- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Model strategies good readers use (i.e. questioning, re-reading, using context clues) Practice a variety of reading formats:
 - student guided reading
 - peer reading
 - teacher read-aloud
- Model fluent reading with proper pacing, emphasis, and expression
- Administer running records and fluency tests
- Discuss strategies to confirm word recognition or self-correct miscues
 - Using context clues
 - Rereading Model rereading to correct errors "How can the other words in the sentence help us identify new words?"

ELL

Have children place vocabulary word cards face down in a pile. They can take turns picking up a card and making up a riddle for others to guess. Have them use these patterns: This word starts with the letter . This word ends with the letter .

Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Use effective narratives and find evidence to support an opinion.

Concepts & Understandings

Concepts

- Text Types and Purposes

Understandings

A

- Develop a clear, focused topic sentence that states an opinion
- Brainstorm reasons that support an opinion Identify and write valid reasons
- Use linking words and phrases when drafting body
- Draft a conclusion to support an opening statement

B

- Brainstorm topics
- Sort and choose relevant information
- Write opening statement
- Add supporting details
- Distinguish between fact and opinion
- Use linking words/phrases when drafting body to connect ideas
- Draft a conclusion

C

- Brainstorm basic story elements (setting, plot, character, conflict and resolution)
- Draft narrative (Include descriptions, thoughts and



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feelings into draft)

- Write a conclusion that resolves the narrative

Learning Targets

CPI Codes

A

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 concluding statement or section.

B

W.2.2.

Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

C

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.

21st Century Themes and Skills

- **Global Awareness, Critical Thinking and Problem Solving**

Guiding Questions

- **How do writers use effective narratives and find evidence to support their opinion?**

Unit Results

Students will use effective narratives and find evidence to support their opinion.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Provide blank template for organizational structure (includes: opinion, valid reasons)
 - Model drafting writing
 - Use graphic organizers (i.e. KWL chart, Pro/Con List, Venn Diagram, Web, Opinion/Supporting Evidence)
 - Create word wall (i.e. linking words) Use writing rubric
 - **ELL:** Model use of a web when brainstorming (provide visuals)
 - Teach students how to take notes: post-its, note cards, etc.
 - Use graphic organizers (i.e. topic/supporting details and facts vs. opinion)
 - Create word wall
 - Introduce writing rubric
 - Conduct mini lesson on story elements –*Smart Exchange*
 - Use graphic organizers for brainstorming
 - Model strategies to develop strong openings and closings (provide examples)
 - Teach how to integrate descriptions, thoughts, and feelings into writing (provide examples)
- Introduce transition words



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Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Apply the writing process to improve text.

Concepts & Understandings

Concepts

- **Production and Distribution of Writing**

Understandings

A

- Complete the following stages of the writing process: brainstorm, draft, revise/edit
- Peer edit (TAG)

B

- Use technology to record and organize information
- With guidance, use technology to publish writing in a variety of formats
- Collaborate with others

C

Learning Targets

CPI Codes

A

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

5.1.4.C.3

Present evidence to interpret and/or predict cause-and-effect outcomes of investigations.

B

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.

5.1.4.D.1

Actively participate in discussions about student data, questions, and understandings.

C

21st Century Themes and Skills

- **Global Awareness, Information Literacy, Communication and Collaboration**

Guiding Questions

- **How do writers use the writing process to improve text?**

Unit Results

Students will apply the writing process to improve text.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals



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Teacher Observations
Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- List and model steps of the writing process
- Mini-lessons as needed
- Use writing scoring rubric
- Teach rules/strategies for peer editing
- Conduct writing conferences
- **ELL:** Design cause-and-effect booklets (If you give _____ she'll ask for _____)-
- Access computer lab
- Demonstrate how to use various publishing technologies
- Provide opportunities for peer collaboration

Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Evaluate and use sources throughout the writing process.

Concepts & Understandings

Concepts

- **Research to Build and Present Knowledge**

Understandings

A

- Explore subject using various sources
- Take notes to record information from sources
- Determine if source is appropriate in relation to topic
- Evaluate and organize information
- Draft research writing project

B

- Access prior knowledge to answer questions
- Answer questions by referring to information from a given source

Learning Targets

CPI Codes

A

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).

B

W.2.8.

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

6.1.4.D.2

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

21st Century Themes and Skills

- **Global Awareness, Information Literacy, Communication and Collaboration**

Guiding Questions



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- How do writers evaluate and use sources?

Unit Results

Students will evaluate and use sources throughout the writing process.

Assessments

- Unit 5 and Unit 6 Selections
- Technology (Study Island, www.ReadingStreet.com)
- Educational Websites
- Teacher Tests
- Portfolios
- Performance Tasks
- Reading Series Assessments
- Writing Journals
- Teacher Observations
- Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Provide lesson on basic researching skills
- Provide multiple sources on topics
- Teach annotating/ note taking
- Highlight or underline main idea and details Have students complete information sorting activities
- Model how to evaluate information for writing (what to include vs. what not to include)
- Provide multiple sources on topics
- Model how to use sources to answer questions
- Conduct group discussions
- **ELL:** Role play; think-pair-share

Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Express thoughts and ideas in an effective manner.

Concepts & Understandings

Concepts

- Comprehension and Collaboration

Understandings

- A**
 - Follow determined rules during class discussions
- B**
 - Contribute to the classroom conversations by active listening, asking questions, and linking comments within the discussion
- Demonstrate ability to stay on topic
- C**
 - Clarify discussion topics during classroom conversation
- D**
 - Listen for and identify key ideas and details in a text read aloud or information presented orally
 - Listen for and identify information presented in a



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variety of formats

- Retell a text or information using key ideas and/or details
- E**
- Ask and answer questions about information presented by a speaker
 - Elaborate on the points made by the speaker

Learning Targets

CPI Codes

A

SL.2.1 a

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

B

SL.2.1 b

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Build on others' talk in conversations by linking their comments to the remarks of others.

C

SL.2.1 c

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Ask for clarification and further explanation as needed about the topics and texts under discussion.

D

SL.2.2

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

E

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.

21st Century Themes and Skills

- **Global Awareness, Informational Literacy, Communication and Collaboration**

Guiding Questions

- **How do students express thoughts and ideas in an effective manners?**

Unit Results

Students will express thoughts and ideas in an effective manner.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations



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Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Establish and model rules for discussion including: active listening, turn taking, respect opinions, establishing roles
- Create classroom rules chart
- **ELL:** Practice large and small group discussions

- Provide opportunities for classroom conversations
- Introduce how to link conversations
- Model “give and take” within a discussion
- Model characteristics of good conversation:
 - Pose and respond to questions, avoid repetition, stay on topic, etc.

- Introduce and model appropriate techniques for further explanation
- Practice large and small group discussions

- Teach/review strategies for active listening
- Present information through various media formats
- Model how to identify key ideas and details in media presented orally

- Teach effective questioning strategies to evaluate a speaker
- Teach students how to ask and answer higher level questions (Bloom’s Taxonomy)

Unit Overview

Content Area: English Language Arts

Unit Title: Speaking and Listening

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Demonstrate command of formal English.

Concepts & Understandings

Concepts

- **Presentation of Knowledge and Ideas**

Understandings

- A**
 - Distinguish between relevant and irrelevant details
 - Use time order words/transitions to sequence important event
 - Use appropriate non-verbal techniques to enhance communication
 - Speak at an appropriate pace, volume, and tone
- B**
 - Read story or poem (original or previously published) aloud for recording
 - Use a variety of formats to enhance reading (visual display)
- C**
 - Distinguish among fragment, complete and run-on sentences
 - Speak in complete sentences



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- Provide requested detail or clarification

Learning Targets

CPI Codes

A

SL.2.4.

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

B

SL.2.5.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

C

SL.2.6.

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

21st Century Themes and Skills

- **Global Awareness, Informational Literacy, Communication and Collaboration**

Guiding Questions

- **How do students demonstrate command of formal English?**

Unit Results

Students will demonstrate command of formal English.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Introduce and model basic public speaking skills
- Demonstrate the use of non-verbal techniques (posture, eye contact, facial expression and gesture)
- Create a public speaking checklist
- Provide opportunities for students to practice public speaking skills
- **ELL:** Use a variety of technologies to record students individually reading aloud:
 - Tape recorder
 - Video camera
 - Podcast
 - iMovie
 - PowerPoint
 - Recordable books
- **ELL:** Encourage students to speak in complete sentences
- Model the use of standard English
- Observe and document students' use of language



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Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Apply the conventions of standard English mechanics to convey a message.

Concepts & Understandings

Concepts

- Conventions of Standard English

Understandings

A

- Identify and define collective nouns

B

- Identify and define frequently occurring irregular plural nouns
- Form the irregular plurals of frequently occurring singular nouns

C

- Identify and define reflexive pronouns
- Demonstrate the use of reflexive pronouns in oral and written language

D

- Identify and define past tense of frequently occurring irregular verbs

E

- Identify and define adjectives and adverbs
- Distinguish between adjectives and adverbs Use adjectives and adverbs correctly

F

- Distinguish between a simple and compound sentence
- Produce complete simple and compound sentences

G

- Distinguish between common and proper nouns
- Demonstrate correct capitalization of holidays, product names, and geographic names in writing Use correct capitalization

H

- Identify the components of a letter
- Demonstrate the correct use of commas when writing letters

I

- Identify and explain the purpose and formation of contractions and possessives.
- Demonstrate correct formation and use of contractions and possessives.
- Use apostrophes in contractions and possessives correctly

J

- Identify common spelling patterns.
- Demonstrate use of learned spelling patterns when writing.



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K

- Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.
- Strengthen writing by using reference materials when drafting and editing.

Learning Targets

CPI Codes

A L.2.1. a

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

- a. Use collective nouns (e.g., group).

B

L.2.1. b

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

- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C

L.2.1. c

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

- c. Use reflexive pronouns (e.g., myself, ourselves).

D

L.2.1. d

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

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E

L.2.1. e

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

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

F

L.2.1.f

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

- 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).

G

L.2.2.a

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

- a. Capitalize holidays, product names, and geographic names.

H

L.2.2 b

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

- b. Use commas in greetings and closings of letters.

I

L.2.2 c

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



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- c. Use an apostrophe to form contractions and frequently occurring possessives.

J

L.2.2d

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

- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

K

L.2.2e

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

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

21st Century Themes and Skills

- **Global Awareness, Communication and Collaboration**

Guiding Questions

- **How do students effectively use the conventions of standard English mechanics to convey a message?**

Unit Results

Students will apply the conventions of standard English mechanics to convey a message.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Provide examples of collective nouns Provide oral and written practice
- Provide examples of irregular plural nouns- *Smart Exchange Lesson*
- Provide oral and written practice
- Provide examples of reflexive pronouns
- Provide oral and written practice
- Provide examples of past tense irregular verbs
- Provide oral and written practice
- Provide examples of adjectives and adverbs (review verbs)
- Demonstrate the correct use of adjectives and adverbs
- Provide oral and written practice
- Provide examples of complete simple and compound sentences (teach conjunctions)
- Provide oral and written practice
- Provide examples of correct and incorrect capitalization
- Provide written practice
- **ELL:** Provide examples of letters
- Provide written practice
- Have students write a friendly letter
- Provide examples of correct use and formation of contractions and possessives.
- Provide written practice



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- Provide examples of spelling patterns (i.e. word wall)
- **ELL:** Provide oral and written practice
- Model use of reference materials to check spelling

Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Analyze knowledge to communicate effectively and increase understanding.

Concepts & Understandings

Concepts

- **Knowledge of Language**

Understandings

- Identify and distinguish between formal and informal English.
- Identify purposes, audiences, and environments that require formal and informal English.
- Adjust use of formal and informal English for purpose, audience, and environment.

Learning Targets

CPI Codes

L.2.3.a

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

21st Century Themes and Skills

- **Global Awareness, Communication and Collaboration**

Guiding Questions

- **How do students use their knowledge of language to communicate effectively and increase understanding?**

Unit Results

Students will analyze their knowledge to communicate effectively and increase understanding.

Assessments

Unit 5 and Unit 6 Selections

Technology (Study Island, www.ReadingStreet.com)

Educational Websites

Teacher Tests

Portfolios

Performance Tasks

Reading Series Assessments

Writing Journals

Teacher Observations

Rubrics

Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

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

ELL: Have children listen to a more fluent reader model the words or have pairs reading together in order to enhance comprehension skills



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Unit Overview

Content Area: English Language Arts

Unit Title: Language

Target Course/Grade Level: 2

Duration: 12 weeks/ Trimester 3

Description: Apply knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words.

Concepts & Understandings

Concepts

- **Vocabulary Acquisition and Use**

Understandings

A

- Identify context clues that help determine or clarify the meaning of a word or phrase.
- Access prior knowledge to help determine or clarify the meaning of a word or phrase.
- Discuss words and word meanings as they are encountered.

B

- Identify common prefixes and their meaning.
- Use meaning of known words and prefixes to explain the meaning of new words

C

- Identify and define the root word in unknown words.
- Identify common suffixes and their meanings.
- Use meaning of prefixes and suffixes to explain the meaning of known root words.

D

- Identify compound words presented orally and in a variety of texts.
- Combine meanings of individual words together to determine meaning of new compound words.
- Use compound words orally and in writing.

E

- Apply alphabet knowledge to use glossaries and dictionaries.
- Use guide words and text features to help find information within a specific source.
- Strengthen writing by using glossaries and beginning dictionaries to determine word choice.

F

- Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life

G

- Identify synonyms for given verbs and adjectives
- Use context clues to distinguish intensity (nuances) of meaning among synonyms

H

- Use grade appropriate language and vocabulary at a level of proficiency
- Use standard English to communicate effectively



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Learning Targets

CPI Codes

A

L.2.4.a

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

B

L.2.4.b

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.

- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

C

L.2.4.c.

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.

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D

L.2.4.d

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.

- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

E

L.2.4.e

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.

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

F

L.2.5.a

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

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

G

L.2.5.b

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

- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

H

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).

21st Century Themes and Skills

- **Global Awareness, Communication and Collaboration**

Guiding Questions

- **How do student apply their knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words?**



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Unit Results

Students will apply their knowledge of the English language to communicate most effectively making connections between related words and using context clues to clarify the meaning of unknown words.

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Suggested Activities

The following activities can be incorporated into the daily lessons:

Differentiated Instruction: (Sp.Ed, At-Risk)

- Model the use of context clues to determine the meaning of unknown words
- Provide oral and written practice
- Create a prefix meaning charts (i.e. re-, pre-, etc.)
- Teach how prefixes affect the meaning of a root word
- Provide written practice
- Teach students how to identify known roots within unknown words to determine new word meaning
- Review common prefixes and suffixes (refer to charts)
- Provide written practice
- Given the definition of compound words, have students identify which individual words would combine to create the compound word
- Provide written practice
- Model use of dictionary and glossary when new vocabulary words are presented
- Provide opportunities for practice
- Model making connections between words and their uses (verbalize thinking process)
- Verb: Demonstrate different degrees of action
Ex: The differences between tossing, hurling, and throwing a ball
- Adjectives: Using an illustration, have students determine adjectives to describe the picture. After creating the list of adjectives, determine which words are most accurate according to the context
- Provide strategies and examples of using standard English- *Daily-Fix-It Activity*
- **ELL:** Provide speaking and writing opportunities during which students can strengthen command of standard English