

Curriculum Design

Content Area: Reading/Language Arts

Course Title: General Reading/Language Arts	Grade Level: 2
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Unit 1- Exploration	6 Weeks
Unit 2- Working Together	6 Weeks
Unit 3- Creative Ideas	6 Weeks
Unit 4- Our Changing World	6 Weeks
Unit 5- Responsibility	6 Weeks

Date Created: July 2012

Board Approved on: August 23, 2012

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Curriculum Template

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

Unit 1 Overview	
Content Area: Reading/Language Arts	
Unit 1 Title: Exploration	
Grade Level: 2	
Unit Summary: We can learn from exploring new places and things.	
Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.	
21st century themes: 21 st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency	
Learning Targets	
Standards: Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards	
Reading Literature <ul style="list-style-type: none">• Character & Setting• Predict• Main Idea and Details• Text Structure• Monitor & Fix Up• Realism & Fantasy	Reading Informational Text <ul style="list-style-type: none">• Character & Setting• Main Idea and Details• Realism & Fantasy• Text Structure• Monitor & Fix Up• Realism & Fantasy
Reading Foundational Skills <ul style="list-style-type: none">• Short Vowels• Long Vowels CVCe• Consonant blends• Inflected Endings –s, -ed, -ing• Consonant Digraphs• Read with Accuracy/Appropriate Pace• Read with Expression/Intonation	Speaking and Listening <ul style="list-style-type: none">• Why We Speak• Why We Listen• Be a Good Speaker• Be a Polite Listener• Ask and Answer Questions

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<ul style="list-style-type: none"> • Attend to Punctuation • Express Characterization • Figurative Language/Simile • Position words • Synonyms • Descriptive Words 	
<p>Writing</p> <ul style="list-style-type: none"> • Narrative; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Sentences • Subjects • Predictions • Statements and Questions • Commands and Exclamations
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
	Literature
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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
	Informational Text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific

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	paragraphs within the text
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Speaking/Listening
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.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 discussions).
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.
	Language
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.f	Produce, expand and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
	Writing
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 selection.
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.
Unit Essential Questions	
<ul style="list-style-type: none"> • What do good readers do to understand? • What do good listeners do to understand? • How do I choose a just right book? • What are my strategies for reading this text? How do I know if they are working? • What do I notice about the text? How does that affect the way I read? • What is the author trying to tell me? How do I support my thinking? 	

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Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

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Unit 2 Overview

Content Area: Reading/Language Arts

Unit 2 Title: Working Together

Grade Level: 2

Unit Summary: How can we work together?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets

Standards:

Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature

- Sequence
- Predict
- Realism & Fantasy
- Prior Knowledge
- Summarize
- Author's Purpose
- Story Structure
- Draw Conclusions
- Visualize

Reading Informational Text

- Sequence
- Predict
- Realism & Fantasy
- Prior Knowledge
- Summarize
- Author's Purpose
- Story Structure
- Draw Conclusions
- Visualize

Reading Foundational Skills

- r- controlled **ar, or, ore**
- Contractions **n't, 's, 'll, 'm**
- r- controlled **er, ir, ur**
- Plurals **-s, -es, -ies**

Speaking and Listening

- Narrate in Sequence
- Types of Media
- Follow and Give Directions
- Compare and Contrast Characters

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<ul style="list-style-type: none"> • Long a: a, ai, ay • Read with Accuracy/Appropriate Pace • Read with Expression/Intonation • Attend to Punctuation • Express Characterization • Position and Direction Words • Descriptive words: Verbs • Time and Order Words for Sequence • Homophones • Similes 	
<p>Writing</p> <ul style="list-style-type: none"> • How-to Report; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Nouns • Proper Nouns • Singular and Plural Nouns • Plural Nouns that change Spelling • Possessive Nouns
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read on-level text with purpose and understanding.
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
	Literature
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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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
	Informational Text
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	Speaking/Listening
SL.2.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	Language
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.a	Use collective nouns (e.g., group).
L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Writing
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 selection.
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.

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Unit Essential Questions

- What do good readers do to understand?
- What do good listeners do to understand?
- How do I choose a just right book?
- What are my strategies for reading this text? How do I know if they are working?
- What do I notice about the text? How does that affect the way I read?
- What is the author trying to tell me? How do I support my thinking?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
Leveled Readers
Literacy Centers
NJ Daily Practice Book
Phonics and/or Spelling Books
Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

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www.parcconline.org

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Unit 3 Overview	
Content Area: Reading/Language Arts	
Unit 3 Title: Creative Ideas	
Grade Level: 2	
Unit Summary: What does it mean to be creative?	
Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.	
21st century themes: 21 st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency	
Learning Targets	
Standards: Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards	
Reading Literature <ul style="list-style-type: none">• Author’s Purpose• Story Structure• Draw Conclusions• Visualize• Cause and Effect• Monitor & Fix UP• Theme and Plot• Predict	Reading Informational Text <ul style="list-style-type: none">• Author’s Purpose• Story Structure• Draw Conclusions• Visualize• Cause and Effect• Monitor & Fix UP• Theme and Plot• Predict
Reading Foundational Skills <ul style="list-style-type: none">• Long e: e, ee, ea, y• Long o: o, oa, ow• Compound Words• Long i: i, ie, igh, y• Comparative Endings• Read with Accuracy/Appropriate Pace	Speaking and Listening <ul style="list-style-type: none">• Solve Problems• Retell a Story• Interpret Media Images• Recite• Summarize Information

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<ul style="list-style-type: none"> • Read with Expression/Intonation • Attend to Punctuation • Express Characterization • Antonyms • Shortened forms of words • Words from other Languages • Synonyms 	
<p>Writing</p> <ul style="list-style-type: none"> • How-to Report; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Verbs • Verbs with Singular and Plural Nouns • Verbs: Past, Present and Future • More about Verbs • Is, am , are, was, were
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4.a	Read on-level text with purpose and understanding.
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
	Literature
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot
RL.2.9	Compare and contrast two or more versions of the same story
	Informational Text
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to

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	demonstrate understanding of key details.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	Speaking/Listening
SL.2.1.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 discussions).
SL.2.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	Language
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
	Writing
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.

Unit Essential Questions

- What do good readers do to understand?
- What do good listeners do to understand?
- How do I choose a just right book?
- What are my strategies for reading this text? How do I know if they are working?
- What do I notice about the text? How does that affect the way I read?
- What is the author trying to tell me? How do I support my thinking?

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Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parconline.org

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Unit 4 Overview	
Content Area: Reading/Language Arts	
Unit 4 Title: Our Changing World	
Grade Level: 2	
<p>Unit Summary: How do things change? How do they stay the same?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Compare & Contrast • Story Structure • Fact & Opinion • Ask Questions • Graphic Organizer • Plot & Theme • Summarize 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Compare & Contrast • Story Structure • Fact & Opinion • Ask Questions • Graphic Organizer • Plot & Theme • Summarize
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Syllables C+le • Vowels oo,u • Diphthongs ou, ow /ou/ • Diphthongs oi, oy • Vowels oo, ue, ew, ui • Read with Accuracy/Appropriate Pace 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Describe a Photo • Make an Announcement • Give a Demonstration • How to Deliver a Report • Speak Well

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<ul style="list-style-type: none"> • Read Silently with Fluency and Accuracy • Appropriate Phrasing • Express Characterization • Read with Expression • Prefixes; Multiple-Meaning words • Homonyms; Antonyms • Suffix –ful • Multiple Meaning words; Synonyms; Homographs 	
<p>Writing</p> <ul style="list-style-type: none"> • Description; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Adjectives and our Senses • Adjectives for Number, size, and Shape • Adjectives that Compare • Adverbs that tell When and Where • Adverbs that tell How
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read on-level text with purpose and understanding.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Literature
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
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.

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RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.
	Informational Text
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
	Speaking/Listening
SL.2.1.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 discussions).
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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	Language
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5	Demonstrate understanding of word relationships and nuances in word meaning.
L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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).

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	Writing	
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 selection.	
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.	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
Unit Essential Questions		
<ul style="list-style-type: none"> • What do good readers do to understand? • What do good listeners do to understand? • How do I choose a just right book? • What are my strategies for reading this text? How do I know if they are working? • What do I notice about the text? How does that affect the way I read? • What is the author trying to tell me? How do I support my thinking? 		
Evidence of Learning		
Formative Assessments:		Summative Assessments:
<ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 		<ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS
Teacher Resources:		
Pearson Scott Foresman’s <u>Reading Street</u> Student Edition Leveled Readers Literacy Centers NJ Daily Practice Book Phonics and/or Spelling Books Grammar and Writing Book		
Recommended Online Resources:		
www.corestandards.org www.njcccs.org www.parcconline.org www.pearsonsuccessnet.com		

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Unit 5 Overview	
Content Area: Reading/Language Arts	
Unit 5 Title: Responsibility	
Grade Level: 2	
<p>Unit Summary: What does it mean to be responsible?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Suffixes -ly, -ful, -er, -or • Prefixes un-, re-, pre-, dis- • Silent Consonants • ph, gh, /f/ • Vowels aw, au, augh, al • Read Silently with Fluency and Accuracy • Read with Expression • Express Characterization • Read with Appropriate Phrasing • Word Structure • Context Clues • Compound Words 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Main Idea and Details • Text Structure • Sequence • Graphic Organizer • Plot and Theme • Prior Knowledge • Author’s Purpose • Ask Questions • Realism and Fantasy <p>Monitor & Fix Up</p>
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Suffixes -ly, -ful, -er, -or • Prefixes un-, re-, pre-, dis- • Silent Consonants • ph, gh, /f/ 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Look for Main Idea • Telephone and Voice Mail • Retell a Movie or Play • Contribute to Discussions

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Curriculum Template

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

<ul style="list-style-type: none"> • Vowels aw, au, augh, al • Read Silently with Fluency and Accuracy • Read with Expression • Express Characterization • Read with Appropriate Phrasing • Word Structure • Context Clues • Compound Words 	<ul style="list-style-type: none"> • Understanding Advertising
<p>Writing</p> <ul style="list-style-type: none"> • Persuasive Letter; Prewriting, Drafting, Revising, Editing, Publishing • 	<p>Language</p> <ul style="list-style-type: none"> • Pronouns • Singular and Plural Pronouns • I and Me • Different Kinds of Pronouns • Contractions
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read on-level text with purpose and understanding.
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
	Literature
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	Informational Text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer,

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	explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
	Speaking/Listening
SL.2.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	Language
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.5	Demonstrate understanding of word relationships and nuances in word meaning.
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).
	Writing
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 selection.
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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Unit Essential Questions

- What do good readers do to understand?
- What do good listeners do to understand?
- How do I choose a just right book?
- What are my strategies for reading this text? How do I know if they are working?
- What do I notice about the text? How does that affect the way I read?
- What is the author trying to tell me? How do I support my thinking?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman’s Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com