

# **Paulsboro Schools**



## **Curriculum**

**Language Arts Literacy**

**Grade 2**

**2011 - 2012**

**\* For adoption by all regular education programs  
Board Approved: April 2012  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy.**

# PAULSBOROSCHOOL DISTRICT

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**Dr. Frank Scambia**

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## **Curriculum writing team members:**

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**\*GreenwichTownship Board of Education Representative**

# Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

## Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey Core Curriculum Content Standards. The page title is "Academic Standards 2009 New Jersey Core Curriculum Content Standards". The search criteria section includes:

- Standards Search Criteria**
- Select Format Option:** Standards (selected), Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):** All, 5.1- Science Practices, 5.2- Physical Science, 5.3- Life Science, 5.4- Earth Systems Science
- Select Strand(s):** (empty dropdown)
- Buttons:** Search, Clear Search

The **Download Options** section includes:

- 21st Century Units
- Classroom Application Documents (CADs)
- \* Content Area selection required. All other options are not applicable to Units or CADs at this time.

Callouts provide instructions for each field:

- "Pick your content area" points to the Content Area dropdown.
- "Select the grade level you're working on here" points to the Grade(s) dropdown.
- "Select all to see all the standards that apply" points to the "All" checkbox under Select Standard(s).
- "Click search to start process" points to the Search button.
- "Find CPI's, assessments, and resources here" points to the Download Options section.

At the bottom, there is a **Keyword Site Search** section with a Keyword input field and a Search button. The footer contains links for Contact Us, Privacy Notice, Legal Statement, and Accessibility Statement.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
<b>Standard</b>		<b>5.1 Science Practices:</b> All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
<b>Strand</b>		<b>A. Understand Scientific Explanations :</b> Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# LAL

## Scope and Sequence Map

### Quarter 1

**Big Idea: 1** The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea: 2** Writing is the process of communicating in print for a variety of audiences and purposes.

**Big Idea: 3** Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea: 4** A media literate person can evaluate how words, images and sounds influence a message.

### Quarter 2

**Big Idea: 1** The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea: 2** Writing is the process of communicating in print for a variety of audiences and purposes.

**Big Idea: 3** Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea: 4**  
A media literate person can evaluate how words, images and sounds influence a message.

# Scope and Sequence Map Page 2

## Quarter 3

**Big Idea 1:** The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

**Big Idea 3:** Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea 4:** A media literate person can evaluate how words, images and sounds influence a message.

## Quarter 4

**Big Idea 1:** The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 3:** Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea 4:** A media literate person can evaluate how words, images and sounds influence a message.



**Subject/ Grade level:** LAL 2

**Suggested days of instruction:**45

**Quarter 1**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

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

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

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.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.d.Decode words with common

**Big Idea 1:** The ability to read a variety of text requires independence, comprehension and fluency.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Paulsboro School District Grade 2 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach

**Essential Questions:**

1. How can you describe key details in story (literature) by answering questions such as who, what, where, when, why, and how?
- 2.What is the central message, lesson, or moral of the fable/folktale?
3. How can you describe key details in an informational text by answering questions such as who, what, where, when, why, and how?
4. What is the main idea of the informational text?
5. How can you use decoding skills with an unknown word?
6. What do you do when you do not know the meaning of a word or words?

**Sample Learning Activities:**

- Daily read aloud with thinking strategies modeled and sustained silent reading
- Guided Reading
- Reading Workshop
- Comprehension strategies
- Grammar foundation
- Student directed vocabulary word wall

**Assessment Models:**

**Formative:**

- Writer's notebook/ journal
- Running/Anecdotal records
- Portfolio
- Oral response

prefixes and suffixes.

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.

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

L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

L.2.4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

### **Enduring Understanding:**

1. Good readers use text features and parts of a book to help them make meaning of the text
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

Teacher observation

### **Summative:**

Weekly Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ PASS

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:**45

**Quarter 1**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

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

L.2.2.a.Capitalize holidays, product names, and geographic names.

L.2.2.b.Use commas in greetings and closings of letters.

L.2.2.c.Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d.Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

L.2.2.e.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Billingsport computer lab

**Essential Questions:**

1. How can we organize events to tell or write a story?
2. What is the purpose of using capitalization, punctuation, and spelling when writing?

**Enduring Understanding:**

1. Good writers can organize stories using sequence.
2. Written communication and proper grammar mechanics promote fluency of communication.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Reader

**ELL:**

- leveled readers
- after school support
- classroom modifications

**Sample Learning Activities:**

- Writing Workshop
- Guided Writing
- Teacher Model Writing Process

**Assessment Models:**

**Formative:**

- Writing journal
- Conference with teacher

**Summative:**

- Rubric assessments of published pieces
- Portfolio
- Pre/post district writing samples

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:**45

**Quarter 1**  
Objective/ Cluster Concept/  
Cumulative Progress  
Indicators

**Big Idea 3:** Oral language and listening is a tool for communicating, thinking and learning to gain understanding

The student will be able to:

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

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.

**Suggested Read Aloud: Theme**

- |                   |                 |             |
|-------------------|-----------------|-------------|
| 1. Back to School | 2. Author Study | 3. Seasonal |
|-------------------|-----------------|-------------|

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 discussion).

**Additional Resources:**

- McGraw Hill Treasures Series
- Literacy Coach
- Leveled Books
- <http://www.readinga-z.com/>
- Launching Reading Workshop (Lucy Calkins)

SL.2.1.b.Build on others' talk in conversations by linking their comments to the remarks of others.

**Essential Questions:**

1. How are the rules for discussion followed?
2. How do you use grammar when speaking?
3. How do you speak with formal and informal English?

**Sample Learning Activities:**

- Book talks
- Turn and talk to a partner/neighbor
- Guided reading
- Read aloud: teacher model

SL.2.1.c.Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Assessment Models:**

- Formative:**  
Teacher observation
- Summative:**  
Teacher observation notes

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

**Enduring Understanding:**

1. Students participate in conversations about first grade reading literature and informational.
2. Students understand when and where to use grammar when 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.2.1.c. Use reflexive pronouns (e.g., *myself, ourselves*).

L.2.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a. Compare formal and informal uses of English.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:**45

**Quarter 1**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

**Big Idea 4:** A media literate person can evaluate how words, images and sounds influence a message.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

**Suggested Read Aloud: Theme**

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

**Additional Resources:**

- |                               |  |
|-------------------------------|--|
| -McGraw Hill Treasures Series | -Library                                   |
| -Dictionary                   | -Literacy Coach                            |
| -Leveled Books                | -Listening Station (CD player and/or IPod) |
| - Netbook computers/ printer  | -Compass Odyssey                           |

**Essential Questions:**

1. How are illustrations and details used in a story to describe its text structure?

**Enduring Understanding:**

1. Students can collaborate with a variety of people while using digital tools to produce and publish writing.

**Sample Learning Activities:**

- Teacher model writing process
- Tiered based projects
- Compass Odyssey writing portfolio

**Assessment Models:**

**Formative:**

- conference

**Summative:**

- rubric scores of published pieces

<b>Subject/ Grade level:</b> LAL 2	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.a. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>RF.2.4.c. Use context to confirm or self-correct word recognition and</p>	<b>Big Idea 1:</b> The ability to read a variety of text requires independence, comprehension and fluency.	
	<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<b>Suggested Read Aloud: Theme</b> <div style="display: flex; justify-content: space-around;"> <span>1</span> <span>2.</span> <span>3.</span> </div> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Dictionary</li> <li>- Leveled books</li> <li>- Reading With Meaning (Debbie Miller)</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- <a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></li> <li>- Paulsboro School District Grade 2 Science and Social Studies Curriculum Guides</li> <li>- Library</li> <li>- Literacy Coach</li> </ul>	
	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do the characters respond to major events or challenges?</li> <li>2. How do words/ phrases supply rhythm and meaning in the story/ poem/ song?</li> <li>3. What is the connection with the information in the text?</li> <li>4. What do you do when you do not know the meaning of a word or words?</li> <li>5. How do you comprehend what you read?</li> <li>6. How do you read with formal and informal English?</li> </ol>	<b>Sample Learning Activities:</b> <ul style="list-style-type: none"> <li>- Daily read aloud with thinking strategies modeled and sustained silent reading</li> <li>- Guided Reading</li> <li>- Reading Workshop</li> <li>- Comprehension strategies</li> <li>- Grammar foundation</li> <li>- Student directed vocabulary word wall</li> </ul>

understanding, rereading as necessary.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a. Compare formal and informal uses of English.

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

L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

L.2.4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

## Enduring Understanding:

1. Good readers use text features and parts of a book to help them make meaning of the text
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

## Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

## ELL:

- leveled readers
- after school support
- classroom modifications

## Assessment Models:

### Formative:

Writer's notebook/ journal  
Running/Anecdotal records  
Portfolio  
Oral response  
Teacher observation

### Summative:

Weekly Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ PASS



**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 2**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

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

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

L.2.2.a.Capitalize holidays, product names, and geographic names.

L.2.2.b.Use commas in greetings and closings of letters.

L.2.2.c.Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d.Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

L.2.2.e.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

**Goals:**

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Billingsport computer lab

**Essential Questions:**

- 1. How can you explain in writing about a topic?
- 2. What do you remember about a text?
- 3. What is the purpose of using capitalization, punctuation, and spelling when writing?

**Enduring Understanding:**

- 1.Good writers can organize stories using sequence.
- 2.Written communication and proper grammar mechanics promote fluency of communication.

**Intervention Materials/ Strategies:**

- Compass Odyssey
  - BSI/ Resource Push In Support
  - Small Group Instruction/Leveled Reader

**ELL:**

- leveled readers
- after school support
- classroom modifications

**Sample Learning Activities:**

- Writing Workshop
- Guided Writing
- Teacher Model Writing Process

**Assessment Models:**

- Formative:**
  - Writing journal
  - Conference with teacher
- Summative:**
  - Rubric assessments of published pieces
  - Portfolio
  - Pre/post district writing samples

<b>Subject/ Grade level:</b> LAL 2	<b>Suggested days of instruction:</b> 45	
<b>Quarter 2</b>	<b>Big Idea 3:</b> Oral language and listening is a tool for communicating, thinking and learning to gain understanding	
Objective/ Cluster Concept/ Cumulative Progress Indicators  The student will be able to:	<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>Suggested Read Aloud: Theme</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series</li> <li>-Leveled Books</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>-Literacy Coach</li> <li>-<a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></li> </ul>	
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., <i>group</i> ).  L.2.1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).  L.2.1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).  L.2.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can you listen for key details in a text?</li> <li>2. Why should you ask questions to a speaker when you do not understand information?</li> <li>3. How do you use grammar when speaking?</li> </ol> <b>Enduring Understanding:</b> <ol style="list-style-type: none"> <li>1. Students participate in conversations about first grade reading literature and informational.</li> <li>2. Students understand when and where to use grammar when speaking.</li> </ol> <b>Intervention Materials/ Strategies:</b> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support</li> <li>- Small Group Instruction/Leveled Readers</li> </ul>	<b>Sample Learning Activities:</b> <ul style="list-style-type: none"> <li>Book talks</li> <li>Turn and talk to a partner/neighbor</li> <li>Guided reading</li> <li>Read aloud: teacher model</li> </ul> <b>Assessment Models:</b> <p><b>Formative:</b> Teacher observation</p> <p><b>Summative:</b> Teacher observation notes</p>

L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

**ELL:**

- leveled readers
- after school support
- classroom modifications

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 2**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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

**Big Idea 4:** A media literate person can evaluate how words, images and sounds influence a message.

**Goals:**

- 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3.Investigate, research, and synthesize information from various media sources.>

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Leveled Books
- Listening Station (CD player and/or IPod)
- Netbook computers/ printer
- Compass Odyssey

**Essential Questions:**

- 1. How are illustrations and details used in a story to describe its text structure?

**Enduring Understanding:**

- 1.Students can collaborate with a variety of people while using digital tools to produce and publish writing.

**Sample Learning Activities:**

- Teacher model writing process
- Tiered based projects
- Compass Odyssey writing portfolio

**Assessment Models:**

**Formative:**

- conference

**Summative:**

- rubric scores of published pieces

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 3**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

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.

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

**Big Idea 1:** The ability to read a variety of text requires independence, comprehension and fluency.

**Goals:**

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Paulsboro School District Grade 2 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach

**Essential Questions:**

- 1. How would you describe the structure of the story?
- 2. How would you distinguish differences in characters by using voice?
- 3. How would you use text features to identify key facts in the informational text?
- 4. What does the author want to answer/explain/describe in the informational text?
- 5. What do you do when you do not know the meaning of a word or words?

**Sample Learning Activities:**

- Daily read aloud with thinking strategies modeled and sustained silent reading
- Guided Reading
- Reading Workshop
- Comprehension strategies
- Grammar foundation
- Student directed vocabulary word wall

RF.2.3.c.Decode regularly spelled two-syllable words with long vowels.

RF.2.3.d.Decode words with common prefixes and suffixes.

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.

### **Enduring Understanding:**

1. Good readers use text features and parts of a book to help them make meaning of the text
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

### **Assessment Models:**

#### **Formative:**

Writer's notebook/ journal  
Running/Anecdotal records  
Portfolio  
Oral response  
Teacher observation

#### **Summative:**

Weekly Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ PASS

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 3**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

L.2.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

L.2.1.e. Use adjectives and adverbs,

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Billingsport computer lab

**Essential Questions:**

1. How do you form an opinion about a topic or a book?
2. How do you stay on topic while writing?
3. How do you use grammar when writing?
4. How do you write with formal and informal English?

**Enduring Understanding:**

1. Good writers can organize stories using sequence.
2. Written communication and proper grammar mechanics promote fluency of communication.

**Intervention Materials/ Strategies:**

- Compass Odyssey
  - BSI/ Resource Push In Support
  - Small Group Instruction/Leveled Reader

**ELL:**

- leveled readers
- after school support
- classroom modifications

**Sample Learning Activities:**

- Writing Workshop
- Guided Writing
- Teacher Model Writing Process

**Assessment Models:**

**Formative:**

- Writing journal
- Conference with teacher

**Summative:**

- Rubric assessments of published pieces
- Portfolio

and choose between them depending on what is to be modified.

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a. Compare formal and informal uses of English



**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 3**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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

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*).

**Big Idea 3:** Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Goals:**

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Literacy Coach
- Leveled Books
- <http://www.readinga-z.com/>
- Launching Reading Workshop (Lucy Calkins)

**Essential Questions:**

- 1. How do you retell a story with facts and descriptive details?
- 2. How can you speak using words and phrases describing with adjectives and adverbs?

**Enduring Understanding:**

- 1. Students participate in conversations about first grade reading literature and informational.
- 2. Students understand when and where to use grammar when speaking.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

**ELL:**

- leveled readers
- after school support
- classroom modifications

**Sample Learning Activities:**

- Book talks
- Turn and talk to a partner/neighbor
- Guided reading
- Read aloud: teacher model

**Assessment Models:**

**Formative:**

- Teacher observation

**Summative:**

- Teacher observation notes

<b>Subject/ Grade level</b>	<b>Suggested days of instruction</b>					
<p><b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images and sounds influence a message.					
	<b>Goals:</b>					
	<ol style="list-style-type: none"> <li>1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3.Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>					
	<b>Suggested Read Aloud: Theme</b>					
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>					
<b>Additional Resources:</b>						
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-McGraw Hill Treasures Series	-Library					
-Dictionary	-Literacy Coach					
-Leveled Books	-Listening Station (CD player and/or IPod)					
- Netbook computers/ printer	-Compass Odyssey					

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 4**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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 (e.g., Cinderella stories) by different authors or from different cultures.

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.

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.

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

RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies,

**Big Idea 1:** The ability to read a variety of text requires independence, comprehension and fluency.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Paulsboro School District Grade 2 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach

**Essential Questions:**

- 1.How can you identify or describe the character, setting, or plot in the story?
- 2.How are the two versions of the same story similar and different?
- 3.How do the images add to and clarify the informational text?
4. How did the author support his point(s)?
- 5.Using the most important points, how are the informational texts similar and different?
- 6.How do you comprehend what you read?
- 7.What is figurative language?

**Enduring Understanding:**

1. Good readers use text features and parts of a book to help them make meaning of the text

**Sample Learning Activities:**

- Daily read aloud with thinking strategies
- modeled and sustained silent reading
- Guided Reading
- Reading Workshop
- Comprehension strategies
- Grammar foundation
- Student directed vocabulary word wall

**Assessment Models:**

science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.4.a. Read grade-level text with purpose and understanding.

RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

L.2.5.a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

2. Good readers can identify that letters and letter combinations represent sounds.

3. Good readers can use decoding skills and context clues to identify words and their meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

### **Formative:**

Writer's notebook/ journal  
Running/Anecdotal records  
Portfolio  
Oral response  
Teacher observation

### **Summative:**

Weekly Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ PASS

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 4**

Objective/ Cluster Concept/  
Cumulative Progress Indicators  
The student will be able to:

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).

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

L.2.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Billingsport computer lab

**Essential Questions:**

1. How do you write a report using a books read on a single topic?
2. How do you use grammar when writing?

**Enduring Understanding:**

1. Good writers can organize stories using sequence.
2. Written communication and proper grammar mechanics promote fluency of communication.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Reader

**ELL:**

- leveled readers
- after school support
- classroom modifications

**Sample Learning Activities:**

- Writing Workshop
- Guided Writing
- Teacher Model Writing Process

**Assessment Models:**

- Formative:**
- Writing journal
- Conference with teacher
- Summative:**
- Rubric assessments of published pieces
- Portfolio

**Subject/ Grade level:** LAL 2

**Suggested days of instruction:** 45

**Quarter 4**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

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*).

**Big Idea 3:** Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Goals:**

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1.
- 2.
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Literacy Coach
- Leveled Books
- <http://www.readinga-z.com/>
- Launching Reading Workshop (Lucy Calkins)

**Essential Questions:**

- 1. How are ideas, thoughts, and feelings clarified when you create audio recordings of stories/poems or when drawings are added to stories?
- 2. How is using complete sentences helpful to clarify requested detail?
- 3. How can you speak using words and phrases describing with adjectives and adverbs?

**Enduring Understanding:**

- 1. Students participate in conversations about first grade reading literature and informational.
- 2. Students understand when and where to use grammar when speaking.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

**Sample Learning Activities:**

- Book talks
- Turn and talk to a partner/neighbor
- Guided reading
- Read aloud: teacher model

**Assessment Models:**

- Formative:**  
Teacher observation
- Summative:**  
Teacher observation notes

**ELL:**

- leveled readers
- after school support
- classroom modifications

<b>Subject/ Grade level:</b> LAL 2	<b>Suggested days of instruction:</b> 45				
<b>Quarter 4</b>  Objective/ Cluster Concept/ Cumulative Progress Indicators  The student will be able to:	<b>Big Idea 4:</b> A media literate person can evaluate how words, images and sounds influence a message. <b>Goals:</b> <table border="1" data-bbox="604 256 2041 451"> <tr> <td>1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</td> </tr> <tr> <td>2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</td> </tr> <tr> <td>3.Investigate, research, and synthesize information from various media sources.&gt;</td> </tr> </table>		1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes	2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.	3.Investigate, research, and synthesize information from various media sources.>
1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes					
2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.					
3.Investigate, research, and synthesize information from various media sources.>					
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.	<b>Suggested Read Aloud: Theme</b> 1.                              2.                              3. <b>Additional Resources:</b> -McGraw Hill Treasures Series                              -Library -Dictionary    -Literacy Coach -Leveled Books    -Listening Station (CD player and/or IPod) - Netbook computers/ printer    -Compass Odyssey				
	<b>Essential Questions:</b> 1. How are illustrations and details used in a story to describe its text structure?  <b>Enduring Understanding:</b> 1. Students can collaborate with a variety of people while using digital tools to produce and publish writing.	<b>Sample Learning Activities:</b> -Teacher model writing process -Tiered based projects -Compass Odyssey writing portfolio  <b>Assessment Models:</b> <b>Formative:</b> -conference  <b>Summative:</b> -rubric scores of published pieces			

## Grade 2 Language Arts Outcomes

<i>Reading Benchmarks</i>	<i>Writing Benchmarks</i>
Form	Form
Recognize main idea or theme	Communicate message to intended audience
Recognize supporting details	Use models, graphic organizers, and/or examples
Connect with prior knowledge	Develop topic / central idea
Determine author or reader's purpose	Develop a paragraph
Use appropriate reading strategies	Stay on topic
Identify, compare, and contrast story elements	Create beginning, middle, and end
Form opinions and conclusions	Provide supporting details
Self-assess one's own reading strategies and responses to text	Logical progression of ideas
Draw conclusions, make inferences and predictions	Use variety of sentences beginnings
Understand new vocabulary	Engage in writing process
Recognize point of view	Elaborate/add details to make writing more interesting
Use context clues to enhance comprehension	Edit
Recall, retell, and summarize	Self-assess writing
Ask relevant questions to enhance comprehension	Exposure to a variety of writing styles: such as descriptive writing, how to's, personal narratives, friendly letters, research reports, fables, folk tales, and poetry
Interpret literary devices	
Distinguish information as fact or opinion and realism or fantasy	Collect, organize, and discuss favorite writing samples and save into a portfolio



## Second Grade Phonics and Grammar Skills

Phonics		Grammar and Vocabulary
Short a, i, u	Initial l, r, s blends	Complete sentences
Short e, o	Final consonant blends	Subjects
Long vowels w/ final e	Initial consonant digraphs	Predicates
Long e – ea, ee	Final consonant digraphs	Statements & Questions
Long e - ey	Inflected ending - ed	Commands & Exclamations
Long a – a, ai, ay	Inflected ending - s, es, ing	Nouns
Long i – i, igh, y, ie	Medial consonants	Proper nouns
r controlled – er, ir, ur	Singular plural possessives	Singular & Plural nouns
Long o – o, oa, ow, oe	Comparative endings - er, est	Irregular Plural nouns
Words with ce, ge, se	Suffixes - ly, ful, er	Possessive nouns
Vowel diphthongs ou, ow	Silent consonants - kn, mb	Verbs
r controlled - ar	Silent consonants - gn, wh, wr	Subject/Verb agreement
Vowel patterns - ew, oo, ou	Multisyllabic words	Verb tenses
r controlled - or, ore, oor, our	Endings and suffixes	Verb - to be
Vowels ou, oo	Prefixes - un, dis, re	Adjectives
r controlled vowels - ear, eer	Consonants gh, ph, lf	Comparative and superlative adjectives
Vowel diphthongs - oi, oy	-dge /j/	Adverbs
Short e - ea	Consonants ch/k/, sch/sk/	Pronouns
Vowel patterns - a, al, au	Syllable pattern -tion	Singular & plural pronouns
Vowel patterns - aw, ough		Subject & object pronouns
Short u - ou		Contractions
Schwa sound		Quotation marks
Vowel digraph - ue		Commas
Long a - ei, eigh		Homophones
Pattern ex		Antonyms
Long e - ie, ey		Synonyms
Long e - ei		Similes
r controlled - air, are		Compound words
Syllables ending in long vowels		
r controlled - ear, our		