

FAIRFIELD TOWNSHIP SCHOOL
Grade 2 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3B,E RL.2.3 RI.2.5 RF.2.4A,B,C RL.2.5 RI.2.6 RL.2.7 RI.2.7 RL.2.10 RI.2.10	Primary Focus Standards: W.2.3 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus Standards: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6
	Text Type: <ul style="list-style-type: none"> ● Literary ● Informational 	Writing Focus: <ul style="list-style-type: none"> ● Narrative writing ● Routine writing 	Task type: <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Unit 2	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,B,D RL.2.3 RI.2.3 RF.2.4A,B,C RL.2.4 RI.2.4 RL.2.5 RI.2.5	Primary Focus Standards: W.2.2 W.2.5 W.2.6 W.2.7	Primary Focus Standards: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E

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	<p>RL.2.7 RI.2.6</p> <p>RL.2.10 RI.2.7</p> <p style="padding-left: 100px;">RI.2.10</p>	W.2.8		<p>L.2.5B</p> <p>L.2.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> ● Literary ● Informational 	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Informative/explanatory writing ● Shared research writing ● Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 3</u>	<p>Primary Focus Standards:</p> <p>RL.2.1 RI.2.1 RF.2.3A,C,E</p> <p>RL.2.2 RI.2.2 RF.2.4A,B,C</p> <p>RL.2.4 RI.2.3</p> <p>RL.2.6 RI.2.4</p> <p>RL.2.9 RI.2.8</p> <p>RL.2.10 RI.2.9</p> <p style="padding-left: 100px;">RI.2.10</p>	<p>Primary Focus Standards:</p> <p>W.2.1</p> <p>W.2.2</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.3</p> <p>SL.2.5</p> <p>SL.2.6</p>	<p>Primary Focus Standards:</p> <p>L.2.1B,C,D,E,F</p> <p>L.2.2B,C,D,E</p> <p>L.2.3A</p> <p>L.2.4A</p> <p>L.2.5B</p> <p>L.2.6</p>

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	<p>Text Type:</p> <ul style="list-style-type: none"> Literary Informational 	<p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 4</u>	<p>Primary Focus Standards:</p> <p>RL.2.1 RI.2.1 RF.2.3A,C,D,E</p> <p>RL.2.2 RI.2.2 RF.2.4A,B,C</p> <p>RL.2.4 RI.2.3</p> <p>RL.2.6 RI.2.4</p> <p>RL.2.9 RI.2.8</p> <p>RL.2.10 RI.2.9</p> <p style="padding-left: 100px;">RI.2.10</p>	<p>Primary Focus Standards:</p> <p>W.2.1</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.2,</p> <p>SL.2.3</p> <p>SL.2.5</p>	<p>Primary Focus Standards:</p> <p>L.2.1B,D,E,F</p> <p>L.2.2B,D,E</p> <p>L.2.3A</p> <p>L.2.4A,B,C,E</p> <p>L.2.5A,B</p> <p>L.2.6</p>
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		pieces		
		<ul style="list-style-type: none"> Routine writing 		
Suggested Open Education Resources	<p>Reading</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.lesterlaminack.com/blog.htm https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	<p>Writing & Language</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	<p>Critical Thinking</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://kylenebeers.com/blog/feed www.lindahoyt.com/tips.html www.seymoursimon.com/index.php/blog

Intervention Checklist:

<https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMI0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0>

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<u>Understand and use technology systems.</u>	<u>8.1.8.A.1</u> Demonstrate knowledge of a real world problem using digital tools.
<u>Select and use applications effectively and productively.</u>	<p><u>8.1.8.A.2</u> Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p><u>8.1.8.A.3</u> Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p>

Unit 1 Grade 2

Unit 1 Grade 2		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Create questions about an important idea within the text (using who, what, where when, why, and/or how) ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		<ul style="list-style-type: none"> ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story

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		<ul style="list-style-type: none"> Analyze their reactions to story events Identify how the characters solve the problem
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>RL.2.5:</p> <ul style="list-style-type: none"> Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end <p>RI.2.5:</p> <ul style="list-style-type: none"> Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information Identify which text features help you find important information about what you’re reading Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Determine the text’s main purpose according to what the author wants the reader to know
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.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>RL.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, pictures and words from print or digital text Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot

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		<p>RI.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p>		<ul style="list-style-type: none"> Utilize strategies for decoding two-syllable words in texts Utilize strategies for decoding irregularly-spelled words in texts
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
<p>W.2.3. Write narratives in which they recount a well-elaborated event or</p>		<ul style="list-style-type: none"> Include an introduction statement

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<p>short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● End with a closing statement
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
<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>	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 20px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 20px;">SL.2.1.C. Ask for clarification and further explanation as needed</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts

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<p>about the topics and texts under discussion.</p>	
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Demonstrate careful listening in order to describe or recount what is heard ● Describe key ideas or details from a text or presentation when presented orally
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 20px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 20px;">L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> ● Define and identify collective nouns in sentences ● Use collective nouns in student writing pieces ● Identify irregular plural nouns used when reading, writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns ● Identify reflexive pronouns when reading, writing or speaking ● Classify pronouns as reflexive ● Accurately use reflexive pronouns when reading, writing or speaking

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<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 40px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization when writing ● Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p style="padding-left: 40px;">L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 40px;">L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p style="padding-left: 40px;">L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words ● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words ● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words

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<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings ● Identify the connections of words to real-life experiences

Unit 1 Grade 2

District/School Formative Assessment Plan

District/School Summative Assessment Plan

Suggested Formative Assessments (optional)

- Daily independent practice
- Peer Discussions
- Student Portfolio
- Reading/Writing Conferences
- Self-Evaluations
- Anecdotal Notes
- Open-Ended Responses
- Journal Entries
- Reading Logs
- Exit Tickets
- Writing products
- Reading summary/ response
- Writing Portfolio
- Graphic organizers
- Foldables

Summative Assessments

- Unit Benchmark Assessment
- Weekly Test
- Guided Reading Level
- Performance Task
- EdConnect Assessments

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District/School Texts	District/School Supplementary Resources													
Reading Street Reading Series (2.1/2.2)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL, https://www.pearsonrealize.com/#													
Vocabulary	Instruction and Pacing													
Characters, setting, main idea, details, events, author, illustrator, text, graphics, beginning, middle, end, period, capital, comma, pause, syllable, title, temporal words, predict, comprehension, infer, compare, contrast, narrative, purpose, structure, components, fiction, non-fiction, summarize	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Diagnostic Pretest</td> <td style="width: 20%; text-align: center;">1 week</td> </tr> <tr> <td>Context Clues</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">7 weeks</td> </tr> <tr> <td>Sentence Structure</td> </tr> <tr> <td>Personal Narrative</td> </tr> <tr> <td>Describe Characters</td> </tr> <tr> <td>Sequence of Events</td> <td></td> </tr> <tr> <td>Unit Benchmark/GRL testing</td> <td style="text-align: center;">1 week</td> </tr> <tr> <td style="text-align: right;">total</td> <td style="text-align: center;">9 weeks</td> </tr> </table>	Diagnostic Pretest	1 week	Context Clues	7 weeks	Sentence Structure	Personal Narrative	Describe Characters	Sequence of Events		Unit Benchmark/GRL testing	1 week	total	9 weeks
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Context Clues	7 weeks													
Sentence Structure														
Personal Narrative														
Describe Characters														
Sequence of Events														
Unit Benchmark/GRL testing	1 week													
total	9 weeks													
Differentiation and Accommodations	ELL Differentiation and Accommodations													

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<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p> <p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels/Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater/Modify homework, assignments and assessment (can be oral if necessary)</p>	<p>Cooperative learning</p> <p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW/Additional phonemic awareness teaching and practice/Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

Students will understand that...

- There are strategies to use that help you to read or write.
- There is a specific order to events in a story.
- We learn about characters by what they say and do.
- Reading context clues in a sentence can help determine meaning.
- They can retell personal events by writing a story.
- Writing requires correct use of grammar, structure, and mechanics.

Questions that will foster inquiry, understanding and transfer of learning.

- What strategy can be used to read or write this word?
- What is the order of events in the story?
- What can you tell me about the character and how do you know?
- What clues helped you to know the meaning of the word or phrase?
- What interesting event happened to you?
- What do you put at the beginning and end of a sentence?

Common Misconceptions

Prewriting strategies are not an integral part of the writing process. There is only one "correct" way to plan.

Proper Conception

Students need to use the prewriting process to organize their thoughts.
Students should be taught using graphic organizers the different ways to

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Student may have been instructed that a draft must include a prescribed number of sentences, paragraphs, or page limits.
 Student may think that everything in the writing plan must be addressed in the draft.
 A draft is the final product and does not need revising.
 Student think proper spelling, capitalization, and punctuation are not important as long as the main idea is understood.

use the prewriting process. Use prewriting strategies as an ongoing part of the writing process.
 Students have to learn that the drafting process is just writing all the ideas, but during the revising process they will add and/or delete information.
 Students who demonstrate an understanding of draft writing organize ideas with include adequate supporting details that include a beginning, middle, and end.
 Students need to incorporate descriptive words and supporting details by evaluating the draft using various tools (i.e., teacher, peer, checklist, and rubric). Which will lead to the revision process.
 Students can use editing strategies as an ongoing part of the writing process. Students can return to the draft and edit as needed for grammar and conventions using resources to correct spelling, capitalization, and punctuation.

District/School Writing Tasks

Primary Focus

District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.

Secondary Focus

Apply strategies to help you read and write on-level words.
Recognize that stories follow in sequence and have specific components.
Know that we learn about characters by what they say and what they do.
Read and use words in a variety of grade level texts to help you understand the story meaning.
Write a recount of an event that happened to you, using story components.
Use correct sentence structure, conventions, and mechanics when writing.

Routine Writing

Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.

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Performance Task 1:

Look at the picture below. You are going to develop your own story based on the picture. You will develop an outline that provides details about who the characters are, the setting, and some major events from your story. Be sure that you give enough details for a friend to be able to understand your story.

teacher chooses
a picture

Rubric

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Performance Task	0	1	2	3
Character Development	Student leaves the response blank or is off topic.	Student attempts the task but does not succeed in naming and/or providing details about the character.	Student names both characters and gives no other information about the characters.	Student names both characters and has basic information about each character
Setting	Student leaves the response blank or is off topic.	Student attempts the task but is unable to provide details about the setting.	Student provides vague details about their setting.	Student provides details that completely outline their stories setting.
Plot	Student leaves the response blank or is off topic.	Student attempts to outline an events but is unable to provide adequate details.	Student outlines one event from their story.	Student outlines at least two events from their story.

Performance Task 2:

(Reading & Comprehension)

Read the next two selections. Think about the order of events in each selection.

A Birthday Surprise

Mom was baking a cake. “It’s for Mrs. Lopez’s birthday, “Mom said. She is eighty –one years old today.” Carlos liked Mrs. Lopez. She had some trouble seeing, but it never slowed her down. He wanted to do something special for her.

Then he got a superb idea. He got a book and went next door. “Surprise, Mrs. Lopez!” he said. “I’m going to read to you.”

“I love to listen to you read.” she said. “You are such a wonderful reader!”

The King’s Woods

Long ago, an old man lived deep in the king’s woods. One day the prince rode through the woods. He saw the old man and shouted, “Get out of the king’s woods!”

The man went to pack his things. Then he saw a sad sight. The prince’s horse had fallen. The prince was injured. The old man ran to get help.

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When the prince was better, he called for the old man. "You saved my life," he said. "You may have anything you want."
"I only want to stay in the woods," the man replied. So he did.

Use A Birthday Surprise to answer question 1

1. What did Carlos do first in the story?
 - o Carlos got a book.
 - o Carlos read to Mrs. Lopez.
 - o Carlos got an idea.

Use The Kings Woods to answer question 2

2. Why did the prince offer the old man anything he wanted?
 - o Because he saved his life.
 - o Because the old man needed help.
 - o Because the prince was injured.
3. In The Birthday Surprise, Carlos reads to Mrs. Lopez. If you were Carlos in this story, would you have chosen to read to her? Why or why not? Remember to relate your answer to what you know about yourself.

(Writing and Language Arts)

Think about a time when you helped someone. Write a story about that time and include a beginning, some details, and an ending.

(Differentiated task) Using a tri-folded paper, students draw and label pictures, to represent events in order of first, next, and last, in order to show how they helped someone.

Rubric

3 *Student response addresses the questions, and stays on topic. Student uses details and a variety of words. Student uses correct sentence structure, grammar, and mechanics. Student response demonstrates accurate comprehension of the story.*

2 *Student response addresses the questions, and stays on topic most of the time. Student uses some details. Some sentences show correct structure, grammar, and mechanics. Student response demonstrates accurate comprehension of story.*

1 *Student response does not stay on topic. Student lacks details and uses little variety of word choice. Student demonstrates some comprehension of the stories.*

0 *Student shows no understanding of ideas expressed. Student shows no understanding of correct sentence structure, grammar, and mechanics.*

Connections to other content areas, including 21st Century Skills:

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21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

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Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 2 Grade 2

Unit 2 Grade 2		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> • Utilize textual evidence to support thinking when asking and answering general questions • Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.2.3: <ul style="list-style-type: none"> • Identify the characters in the story • Identify key details in the story • Consider how characters are involved in a story

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		<ul style="list-style-type: none"> ● Analyze their reactions to story events ● Identify how the characters solve a problem or challenges
		<p>RI.2.3:</p> <ul style="list-style-type: none"> ● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Compare and contrast ideas from the text
<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.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration ● Define words and phrases specific to grade 2
<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>	<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>RL.2.5:</p> <ul style="list-style-type: none"> ● Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends ● Describe the parts of a story (beginning and end) ● Describe how the parts of the story build from beginning to end <p>RI.2.5:</p> <ul style="list-style-type: none"> ● Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information ● Identify which text features helps clarify important information about what is being read

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		<ul style="list-style-type: none"> Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Determine the text’s main purpose according to what the author wants the reader to know
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.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>RL.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, pictures and words from print or digital text Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot <hr/> <p>RI.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		<ul style="list-style-type: none"> Identify typical vowel combinations

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<p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)</p>	<ul style="list-style-type: none"> ● Demonstrate ability to pronounce and spell words with vowel teams ● Utilize strategies for decoding two-syllable words in texts ● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>	<ul style="list-style-type: none"> ● Gather facts, choose best facts to use, and present facts in a clear sequence ● Include an introductory statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Incorporate facts and definitions ● Use linking words (e.g., because, and, also) ● End with a closing statement
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing

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	<ul style="list-style-type: none"> ● Reflect on writing
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.	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
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).	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts

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<p>about the topics and texts under discussion.</p>	
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> ● Demonstrate storytelling techniques ● Report relevant facts and details about experience ● Provide clear thoughts and emotion
<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 20px;">L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little</p>	<ul style="list-style-type: none"> ● Define and identify collective nouns in sentences ● Articulate the purpose and use of collective nouns ● Use collective nouns in student writing, not in isolation ● Define and identify adjectives and adverbs when reading, writing or speaking ● Classify adjectives and adverbs in sentences when reading and writing ● Use adjectives and adverbs to appropriately modify words in the sentence ● Define and identify simple and compound sentences when reading and writing ● Classify sentences as simple or compound

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<p>boy watched the movie; The action movie was watched by the little boy).</p>	
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization when writing ● Define and identify apostrophes in writing ● Articulate the purpose and use of apostrophes ● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words ● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words ● Use knowledge of prefixes to determine or clarify the meaning of unknown

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<p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>and multiple-meaning words</p> <ul style="list-style-type: none"> • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives

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Grade 2 ELA Curriculum Guide

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Unit 2 Grade 2	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets ● Writing products ● Reading summary/ response ● Writing Portfolio 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● Mid-Year Assessment

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<ul style="list-style-type: none"> ● Graphic organizers ● Foldables 									
District/School Texts	District/School Supplementary Resources								
Reading Street Reading Series (2.3/2.4)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL, https://www.pearsonrealize.com/#								
Vocabulary	Instruction and Pacing								
Characters, infer, main idea, informative, fact image, predict, communicate, summarize, opinion paragraph, topic, closing graphic feature, describe, identify, visualize, bold print, details, text, clarify illustration , caption, observe, analyze	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Main Idea Describing Words Context Clues Paragraph Writing</td> <td style="text-align: center; vertical-align: middle;">8 weeks</td> </tr> <tr> <td style="padding: 5px;">Unit Benchmark/GRL testing</td> <td style="text-align: center; vertical-align: middle;">1 week</td> </tr> <tr> <td style="text-align: right; padding: 5px;">total</td> <td style="text-align: center; vertical-align: middle;">9 weeks</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </table>	Main Idea Describing Words Context Clues Paragraph Writing	8 weeks	Unit Benchmark/GRL testing	1 week	total	9 weeks		
Main Idea Describing Words Context Clues Paragraph Writing	8 weeks								
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total	9 weeks								
Differentiation and Accommodations	ELL Differentiation and Accommodations								

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<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary /Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary)</p>	<p>Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW/Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds Cooperative learning Read directions and stories</p>
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Meaning

Enduring Understanding Essential Questions

Students will understand that...

- Specific images help to clarify text
- Paragraphs contain a main idea
- Characters react to events in a story
- Comprehension of the story comes from word and key detail questioning
- Writing requires correct use of conventions
- Writing can provide information in an ordered fashion.

Questions that will foster inquiry, understanding and transfer of learning.

- How can images help clarify text?
- What helped you recognize the main idea of the paragraph?
- How did the character react to a specific event?
- What describing words could you use to tell more information?
- How should information about a topic be organized?

Common Misconceptions

In different types of writing authors can write and not involve themselves at all. People often think that when reading the same thing, everybody gets the same thing out of it, but when different people have different experiences or beliefs they

Proper Conception

This statement is false whenever writing authors will always put themselves in the text, maybe they'll use their experiences, their opinions, or their beliefs but an author can never completely exclude themselves from their writing.

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relate to the text differently than others.

When writing about different information you cannot do it without putting your own information and opinion into it. This misconception is wrong because it is impossible to write about something and not put your own way of thinking or your mind into it.

A text has a set meaning.

To be a good writer you must use proper grammar.

When reading different texts everybody will have their own opinion about the writing, different people will view the text in completely different ways.

It is possible to write without including one's opinion.

When reading a text, everyone who reads it has their own understanding.

Proper grammar is used so a paper is easier to understand, but to be a good writer your paper must have good content.

District/School Writing Tasks

Primary Focus

District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.

Secondary Focus

Use specific images to contribute to and clarify a text.

Identify the main topic of a paragraph.

Describe characters and why they respond to events in a story.

Ask and answer questions that demonstrate understanding of key details.

Read and use words in the text to help you understand the story meaning.

Demonstrate command of conventions learned.

Write an informative piece which introduces a topic, uses facts to develop, and provides a concluding statement.

Routine Writing

Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.

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Performance Task 1 : (To be completed by the end of the unit.)

See the performance task below.

Writing Task

Do you have a favorite animal? Write a paragraph answering the following questions about it.

What is your favorite animal? Describe it. Tell the reader why it is your favorite animal.

Remember:

- to have a topic sentence
- at least (3) detail sentences
- a (1) closing sentence

Performance Task 2: (To be completed by the end of the unit.)

What authentic performance task(s) will students demonstrate desired understanding(s)

You are a scientist. You need to write an informational report on an animal of your choice using correct writing conventions which includes a topic sentence, details, and a closing.

You may use the internet or books to gather your information.

Your report will include:

- A description of the animal
- Where the animal lives
- What the animal eats
- A picture that you draw or print out

You will present your written report orally, in front of your peers.

2. Why did the prince offer the old man anything he wanted?
 - o Because he saved his life.
 - o Because the old man needed help.
 - o Because the prince was injured.

3. In The Birthday Surprise, Carlos reads to Mrs. Lopez. If you were Carlos in this story, would you have chosen to read to her?

Why or why not? Remember to relate your answer to what you know about yourself.

(Writing and Language Arts)

Think about a time when you helped someone. Write a story about that time and include a beginning, some details, and an ending.

(Differentiated task) Using a tri-folded paper, students draw and label pictures, to represent events in order of first, next, and last, in order to show how they helped someone.

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Rubric

- 3 Student gives an informative presentation from their writing that shows complete understanding and development of the topic selected, by using text-based evidence, and / or description. They use proper sequence of information, conventions, and vocabulary.
- 2 Student gives an informative presentation from their writing that shows some understanding and development of the topic selected, by using text-based evidence, and / or description. They attempt to use proper sequence of information, conventions, and vocabulary.
- 1 Student gives an informative presentation from their writing, that shows little understanding and development of the topic selected, They show little use of proper sequence of information, conventions, and vocabulary.
- 0 Student attempts to give an informative presentation from their writing that shows little or no information about topic and shows no organization or convention skills.

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

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CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Unit 3 Grade 2		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Utilize textual evidence to support thinking when asking and answering general questions ● Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> ● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables ● Determine what lesson of the story
		RI.2.2: <ul style="list-style-type: none"> ● Identify the main idea and overall focus of a multi-paragraph text ● Determine the main idea of the text ● Determine the important ideas in the text ● Determine the details that lead to the main idea ●
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> ● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Compare and contrast ideas from the text ●

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<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.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration ● Define words and phrases specific to grade 2 ●
<p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>		<ul style="list-style-type: none"> ● Recognize that characters have different points of view ● Determine how the characters think/feel about the events ● Identify any characters that have similar thinking ● Consider the character’s voice when reading out loud ● Describe why a character has a different point of view in a story
	<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	<ul style="list-style-type: none"> ● Identify the main points in a text ● Identify reasons that the authors uses to support the main points in a text ● Evaluate how or why the author uses the reasons to support the main points in a text ●
<p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RL.2.9:</p> <ul style="list-style-type: none"> ● Identify similarities and differences of events in different versions of the same story ● Identify similarities and differences in characters in different versions of the

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		<p style="text-align: center;">same story</p>
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<p>RI.2.9:</p> <ul style="list-style-type: none"> ● Identify the most important points in the text ● Find similarities and differences in those points when reading texts on the same topic ●
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p>		<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band ● Identify typical vowel combinations ● Demonstrate ability to pronounce and spell words with vowel teams ● Utilize strategies for decoding words with affixes in texts ● Utilize strategies for decoding irregularly-spelled words in texts ● Determine if the word looks and sounds right and makes sense ● Search for chunks and say them ● Focus on the beginning and/or end of the word and try again, when having difficulty ●
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>		<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors

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<p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>	<ul style="list-style-type: none"> ● Include an introduction statement ● State opinion and reasons that support the opinion ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● End with a closing statement
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>	<ul style="list-style-type: none"> ● Gather facts, choose best facts to use, and present facts in a clear sequence ● Include an introductory statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Incorporate facts and definitions ● Use linking words (e.g., because, and, also) ● End with a closing statement
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
<p>W.2.6. With guidance and support from adults, use a variety of digital tools to</p>	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools

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<p>produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Use keyboarding techniques
<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
<p>Unit 3 Speaking and Listening Standards</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 20px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 20px;">SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> ● Ask questions about what a speaker is saying to clarify, gather or deepen understanding ● Answer questions in order to clarify or gain further information ●

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<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 20px;">L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p style="padding-left: 20px;">L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 20px;">L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> ● Identify irregular plural nouns used when reading, writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns when writing or speaking ● Identify reflexive pronouns when reading, writing or speaking ● Classify pronouns as reflexive ● Accurately use reflexive pronouns when writing or speaking ● Identify irregular verbs in the past tense used when writing or speaking ● Classify verbs in the past tense as regular or irregular ● Form and use common irregular verbs in the past tense when writing or speaking ● Define and identify adjectives and adverbs when reading, writing or speaking ● Classify adjectives and adverbs in sentences ● Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking ● Define and identify simple and compound sentences when reading ● Classify sentences as simple or compound ● Expand and rearrange complete, simple and compound sentences when writing and speaking

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<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Define and identify greetings and closings in letters (salutation) ● Use commas appropriate to offset greetings and closings in letters ● Define and identify apostrophes when reading and writing ● Articulate the purpose and use of apostrophes ● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<ul style="list-style-type: none"> ● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words ● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words ● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words

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

Unit 3 Grade 2

District/School Formative Assessment Plan

Suggested Formative Assessments (optional)

- Daily independent practice
- Peer Discussions
- Student Portfolio
- Reading/Writing Conferences

District/School Summative Assessment Plan

Summative Assessments

- Unit Benchmark Assessment
- Weekly Test
- Guided Reading Level
- Performance Task

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<ul style="list-style-type: none"> ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets ● Writing products ● Reading summary/ response ● Writing Portfolio ● Graphic organizers ● Foldables 	<ul style="list-style-type: none"> ● EdConnect Assessments 						
Vocabulary	Instruction and Pacing						
<p>Characters, setting, main idea, details, location, setting, events, author, narrator, illustrator, text, character traits, tone, structure, central message, moral, fable, folktale, digital, questions, expression, similarities, differences, cultures, describe, recount, capitalize, apostrophe, contractions, possessives</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Context Clues Story Structure Questioning Strategies Narrative Writing Compare/Contrast</td> <td style="text-align: center; vertical-align: middle; padding: 5px;">8 weeks</td> </tr> <tr> <td style="padding: 5px;">Reteaching/GRL/ Mid-Year Unit Benchmark</td> <td style="text-align: center; vertical-align: middle; padding: 5px;">1 week</td> </tr> <tr> <td style="text-align: right; padding: 5px;">total</td> <td style="text-align: center; vertical-align: middle; padding: 5px;">9 weeks</td> </tr> </table>	Context Clues Story Structure Questioning Strategies Narrative Writing Compare/Contrast	8 weeks	Reteaching/GRL/ Mid-Year Unit Benchmark	1 week	total	9 weeks
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total	9 weeks						

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Differentiation and Accommodations	ELL Differentiation and Accommodations
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p> <p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p> <p>Cooperative learning</p> <p>Read directions and stories</p>
Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>There are strategies to use that help you to read or write.</i> • <i>There is a specific order to events in a story.</i> • <i>We learn about characters by what they say and do.</i> • <i>Reading context clues in a sentence can help determine meaning.</i> • <i>They can use what they learn from stories they have read (story structures) in their own writing.</i> 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> • <i>What strategy can be used to read or write this word?</i> • <i>What is the order of events in the story?</i> • <i>What can you tell me about the character and how do you know?</i> • <i>What clues helped you to know the meaning of the word or phrase?</i> • <i>What are important the details in the story I have read?</i> • <i>What types of words did the author use in describing details?</i>

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- *Writing requires correct use of grammar, structure, and mechanics.*

Common Misconceptions	Proper Conception
<p>In different types of writing authors can write and not involve themselves at all.</p> <p>People often think that when reading the same thing, everybody gets the same thing out of it, but when different people have different experiences or beliefs they relate to the text differently than others.</p> <p>When writing about different information you cannot do it without putting your own information and opinion into it. This misconception is wrong because it is impossible to write about something and not put your own way of thinking or your mind into it.</p> <p>A text has a set meaning.</p> <p>To be a good writer you must use proper grammar.</p>	<p>This statement is false whenever writing authors will always put themselves in the text, maybe they'll use their experiences, their opinions, or their beliefs but an author can never completely exclude themselves from their writing.</p> <p>When reading different texts everybody will have their own opinion about the writing, different people will view the text in completely different ways.</p> <p>It is possible to write without including one's opinion.</p> <p>When reading a text, everyone who reads it has their own understanding.</p> <p>Proper grammar is used so a paper is easier to understand, but to be a good writer your paper must have good content.</p>

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i><u>Apply</u> strategies to help you read and write on level words.</i></p> <p><i><u>Use</u> questioning strategies (who, what, when, where, why) to understand key details in a story.</i></p> <p><i><u>Describe</u> the way characters respond to major events of challenges in a story.</i></p> <p><i><u>Read</u> a variety of texts to understand the central message, lesson or moral of a fable or folktale.</i></p> <p><i><u>Understand</u> that stories contain a structure that includes</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

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an introduction and closing. Include that in their writing.
Write a narrative that includes a series of events,
characters thoughts and feelings as well as time order
words.
Use correct sentence structure, conventions, and
mechanics, including capitalization and apostrophes.

Performance Task:

Authentic performance task(s) - students demonstrate desired understanding(s)

Teachers will provide students the opportunity to read, hear and view a variety of folktales and fables from different cultures.

The students will work in pairs as they read a folk tale or fable and ask and answer questions to help them identify and understand the key details in the text. Provide each pair of students with a set of *who, what, where, when, why, and how* word cards. Students will take turns pulling word cards from the stack and asking each other questions about the story using the words on the cards. After students have completed the task, they will do the following: write the title of the story, create an illustration and label it with the lesson or moral of the story.

Resources:

Links to online fables and folktales:

<http://pbskids.org/lions/stories/>

<http://video.nhptv.org/program/folk-tales-fairy-tales-fables/>

<http://www.worldoftales.com/folktales.html>

<http://www.pitara.com/talespin/folktales.asp>

TASK 1

Graphic Organizer (Task 1)

Fable/ Folktale Rubric

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2nd Grade Unit 3 Performance Task Presentation Rubric	Missing (0)	Minimal Effort (1)	Average Effort (2)	Exemplary Effort (3)
Book Title	The title of the book is missing from the graphic organizer	The title of the book is written poorly without proper capitalization or punctuation	The title of the book is written neatly and without errors	The student has taken the time to write the title in a highly engaging way.
Illustration	The illustration is missing from the graphic organizer	The illustration has little details and is not engaging to look at	The illustration is a representation of the fable	The student has taken the time to create an illustration that is highly engaging with many details
Characters and Setting	The characters and setting are not stated in the graphic organizer	The student only had the characters or the setting	The student had both the characters and the setting	The student took the time to neatly write both the characters and setting without errors
Lesson or Moral	The lesson or moral of the story are not stated in the graphic organizer	The lesson or moral of the story is not fully developed or written	The lesson or moral of the story is written	The lesson or moral of the story is clearly stated without errors.

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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- CRP1 Act as a Responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively within reason.
- CRP5 Consider the environmental, social and economic impacts of decisions.
- CRP 6 Demonstrate creativity and innovation.
- CRP7 Employ valid and reliable research strategies.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP11 Use technology to enhance productivity.
- CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Unit 4 Grade 2		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Utilize textual evidence to support thinking when asking and answering general questions ● Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> ● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. ● Determine what lesson is the story teaching
		RI.2.2: <ul style="list-style-type: none"> ● Identify the main idea and overall focus of a multi-paragraph text ● Determine the main idea of the text ● Determine the important ideas in the text

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		<ul style="list-style-type: none"> • Determine the details that lead to the main idea
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text • Identify text details, events, or ideas that are chronological or sequential • Retell chronological or sequential text details in the appropriate order • Compare and contrast ideas from the text
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> • Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2
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.		<ul style="list-style-type: none"> • Recognize that characters have different points of view • Determine how the characters think/feel about the events • Identify any characters that have similar thinking • Consider the character’s voice when reading out loud • Describe why a character has a different point of view in a story
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> • Identify the main points in a text • Identify reasons that the authors uses to support the main points in a text • Evaluate how or why the author uses the reasons to support the main points in a text
RL.2.9. Compare and contrast two or	RI.2.9. Compare and contrast the	RL.2.9:

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<p>more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> ● Identify similarities and differences of events in different versions of the same story ● Identify similarities and differences in characters in different versions of the same story <hr/> <p>RI.2.9:</p> <ul style="list-style-type: none"> ● Identify the most important points in two different texts on the same topic ● Find similarities and differences in those points when reading texts on the same topic
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)</p>		<ul style="list-style-type: none"> ● Identify typical vowel combinations ● Demonstrate ability to pronounce and spell words with vowel teams ● Utilize strategies for decoding words with affixes in texts ● Utilize strategies for decoding irregularly spelling-sound correspondence words in texts ● Utilize strategies for decoding irregularly-spelled words in texts ● Determine if the word looks and sounds right and makes sense ● Search for chunks and say them ● Focus on the beginning and/or end of the word and try again, when having difficulty

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<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>	<ul style="list-style-type: none"> ● Include an introduction statement ● State opinion and reasons that support the opinion ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● End with a closing statement
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Include an introduction statement ● End with a closing statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing

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<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>	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Demonstrate careful listening in order to describe or recount what they heard
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> ● Ask questions and understand and answer questions asked of them in order to clarify or gain further information

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<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning ● Create visuals that emphasize chosen facts or details
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 20px;">L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 20px;">L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> ● Identify irregular plural nouns used when writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns when reading and speaking ● Identify irregular verbs in the past tense used when writing or speaking ● Classify verbs in the past tense as regular or irregular ● Form and use common irregular verbs in the past tense when writing or speaking ● Define and identify adjectives and adverbs when reading ● Classify adjectives and adverbs in sentences ● Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking ● Define and identify simple and compound sentences when reading ● Classify sentences as simple or compound ● Use simple and compound sentences when writing or speaking ● Expand and/or rearrange simple and compound sentence when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.2.2.B. Use commas in greetings and closings of letters.</p> <p style="padding-left: 20px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 20px;">L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Use commas appropriate to offset greetings and closings in letters ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one’s own spelling

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<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p style="padding-left: 40px;">L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 40px;">L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p style="padding-left: 40px;">L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p style="padding-left: 40px;">L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words ● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words ● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words ● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p style="padding-left: 40px;">L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>L.2.6. Use words and phrases acquired through conversations, reading and</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary (gathered from discussions

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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).

as well as text) when writing and speaking

- Make purposeful language choices to communicate in an effective way when writing and speaking
- Utilize adjectives and adverbs to describe where necessary when writing and speaking

Unit 4 Grade 2

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District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries/Reading Logs ● Exit Tickets ● Writing products ● Reading summary/ response ● Writing Portfolio ● Graphic organizers ● Foldables 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● End-of-Year Assessment 	
District/School Texts	District/School Supplementary Resources	
<p>Reading Street Reading Series (2.5/2.6)</p>	<p>Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL, https://www.pearsonrealize.com/#</p>	
Vocabulary	Instruction and Pacing	

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<p>Tone, structure, describe, introduction, concluding , sentence, focus, topic, Characters, setting, main idea, details, location, events, author, narrator, illustrator, text, character traits, tone, structure, central message, moral, fable, folktale, digital, questions, expression, similarities, differences, cultures, describe, recount, capitalize, apostrophe, contractions, possessives prefix suffix ,root word</p>	<table border="1"> <tr> <td>Writing Process Prefixes/Suffixes Word Choice Main Idea Compare Text Write an Opinion Linking Words Contractions and Possessives</td> <td align="center">8 wee</td> </tr> <tr> <td align="center">Reteaching/GRL/ End-of-Year Benchmark</td> <td align="center">1 wee</td> </tr> <tr> <td align="right">total</td> <td align="center">9 wee</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Writing Process Prefixes/Suffixes Word Choice Main Idea Compare Text Write an Opinion Linking Words Contractions and Possessives	8 wee	Reteaching/GRL/ End-of-Year Benchmark	1 wee	total	9 wee			
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Reteaching/GRL/ End-of-Year Benchmark	1 wee										
total	9 wee										
<p align="center">Differentiation and Accommodations</p>	<p align="center">ELL Differentiation and Accommodations</p>										
<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives/Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Modify homework, assignments and assessment (can be oral if</p>	<p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW/Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p> <p>Cooperative learning/Read</p>									

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	necessary)	directions and stories	
Meaning			
Enduring Understanding Essential Questions			
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>There are strategies to use that help you to read or write.</i> ● <i>The beginning introduces the story the ending concludes the story and there is a specific order to events in a story.</i> ● <i>Word choices affect the meaning of a story.</i> ● <i>Text features and illustrations help to understand characters, setting and plot in a story.</i> ● <i>You can identify important details and make connections between two stories.</i> ● <i>They can use what they learn from reading informational/expository texts in their own writing. This includes providing an opening and closing, introducing a topic supported with facts and details and maintaining a focus on the particular topic.</i> ● <i>Their writing will provide information to their readers.</i> ● <i>Knowing the meaning of prefixes, suffixes and root words can help you understand the meaning of new words.</i> 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> ● <i>What strategy can be used to read or write this word?</i> ● <i>What is the author telling me in the beginning?</i> ● <i>How is the author concluding their writing?</i> ● <i>How can I find the main idea or the story or article?</i> ● <i>What are important the details in the story I have read?</i> ● <i>What can you tell me about the character and how do you know?</i> ● <i>What clues helped you to know the meaning of the word or phrase?</i> ● <i>What types of words did the author use in describing details?</i> ● <i>How did those words make me feel?</i> ● <i>What did the author do in their writing that I can do in mine?</i> 		

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<ul style="list-style-type: none"> ● <i>We ask questions to understand a story or article.</i> ● <i>We learn about characters by what they say and do.</i> ● <i>Stories can carry messages or lessons.</i> ● <i>Informational texts have a main idea or focus.</i> ● <i>They can look at the similarities and differences between two stories, articles or characters.</i> ● <i>When you write about an opinion you have on a topic you need to support it with details and/or facts.</i> ● <i>Writing requires correct use of grammar, structure, and mechanics.</i> 	<ul style="list-style-type: none"> ● <i>What is the order of events in the story?</i> 	
Common Misconceptions	Proper Conception	
<p>Once categories are chosen for organizing facts, a writer just copies the fact with no order in mind. Draft must include a prescribed number of sentences, paragraphs, or page limits. Editing and revising are the same Main idea is not always the first sentence of a reading Lack of supporting details to establish main idea Students incorrectly identify author’s purpose</p>	<p>A clear story will retell events in sequential order. A story is complete when it has an opening, a topic supported by details, and a closing. Students must understand the different parts of the writing process. Main idea is not always the first sentence Main ideas should be supported by at least 3 supporting details Use language appropriate for different occasions, audiences, and topics.</p>	
District/School Writing Tasks		
<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet</i></p>	<p>Secondary Focus</p> <p><i>Determine the focus of specific paragraphs in informational text along</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done</i></p>

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<p><i>EOC goals & targets : Informational or Literary.</i></p>	<p><i>with the main idea or topic. Know and use text features (print and digital) that help connect readers to the meaning of the story, including characters, setting, and plot.</i></p> <p><i>Understand that stories contain a structure that includes an introduction and closing. Include that in their writing. Apply the writing process to develop and explanatory writing piece that introduces the topic and provides descriptive details and a closing. Use questioning strategies (who, what, when, where, why, how) to understand key details in a story. Describe the way characters respond to major events of challenges in a story. Recall and describe the central message, lesson, or moral of a story.</i></p>	<p><i>several times over a week (journals), writing centers, UDLs.</i></p>	
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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

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CRP9 Model integrity, ethical leadership and effective management.
CRP11 Use technology to enhance productivity.
CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies	
<p>Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:</p> <ul style="list-style-type: none">● Communicating with students● Using questioning and discussion techniques● Engaging students in learning● Using assessment in instruction● Demonstrating Flexibility and Responsiveness	

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Performance Task:

What authentic performance task(s) will students demonstrate desired understanding(s)

Students will help the principal decide which book the school will perform for the annual school play. Teacher will read two separate texts (one fiction, one non-fiction) to the students. For example you could read *Salt in his Shoes* by Delores Jordan a book about Michael Jordan set in his childhood. For the fiction book you could read use a chapter book and only read the first chapter or 2. For example, *Stories Julian Tells*, by Ann Cameron. During the reading of each book the teacher will allow two opportunities for students to write down questions that have about the text. Let them know that at the end of the story they will get an opportunity to turn and talk to a partner to work together on the answers to their questions. (A graphic organizer is listed in **Resources** if needed.) They will do this for each story they will hear. At the end of the story the students will have time to work with a partner to ask the question and let them decide between the two stories. At this point they are ready to write the letter.

Your Task:

You will decide what text the school play will be based on. After hearing the two texts, give your principal your opinion about the book the school should use for the school play. Write a letter to give her your opinion.

Your letter should include:

- o *Your opinion about which book the school should perform for the annual school play.*
- o *At least 2 reasons to support your opinion (You can use examples from the text to help you.)*
- o *Linking words (For example: because, also, and)*
- o *A concluding sentence or section*

She is anxious to get ready the annual school play. Your principal is excited to hear from you!

Resources

Comparing Two Read Alouds Graphic Organizer
2nd Grade Unit 5& 6 Performance Task Rubric.docx

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