

Cedar Grove School District

Cedar Grove, NJ

2016

Language Arts Literacy
Grade 2

Approved by the Cedar Grove Board of Education on

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mrs. Pam Burke
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Mr. David Schoner

Grade 2

Statement of Purpose

The second grade English Language Arts curriculum developmentally enhances language experiences in order for all students to grow academically, socially, and emotionally. Aligned to the second grade New Jersey Student Learning Standards, the curriculum is designed to support students' abilities to construct meaning through reading, activating prior knowledge, comparing/contrasting, questioning, inferring, predicting, comprehending, analyzing, making connections, summarizing, and responding.

The second grade curriculum concentrates on the application of these skills by utilizing a variety of progressively complex narrative and informational texts. Furthermore, the second grade curriculum offers students with print and technology-based materials that educate, foster, and challenge students to maximize their potential to communicate in the 21st century. Explicit instruction and ample practice ensure students' growth in reading and writing proficiency.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The standards are located at <http://www.state.nj.us/education/cccs/2016/ela/>
A full listing of the Grade 1 New Jersey Student Learning Standards
can be found at the end of this document.

Grade 2 - Scope and Sequence

Unit 1	September – October
Unit 2	November – January
Unit 3	January – February
Unit 4	March – April
Unit 5	April – June

Grade 2 Language Arts Literacy

Unit 1

Within Unit 1, students will be introduced to both fiction and non-fiction texts using the strategy of comprehension (predictions, text structure, main idea/supporting details, character, and setting) and the analysis of graphic features of informational text. Narrative writing will be the focus of this unit. The students will use a five-step writing process to plan, draft, and publish a well-developed narrative paragraph. Reading and writing should be integrated to include elements of spelling, grammar (sentence types), vocabulary (high frequency words) acquisition, mechanics, traits of writing, and the writing process. The application of grade-level phonics, phonemic awareness, vocabulary, and open-ended questions are essential.

21st Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

Unit 1 Learning Targets

Students will be able...

- to use main and idea and details to retell and summarize
- to ask and answer questions to clarify comprehension, gather additional informational or deepen understanding of topic or issue being discussed.
- to ask and answer questions as who, what, where, when, why, and how to demonstrate understanding key details in a text.
- to determine or clarify the meaning of unfamiliar words and phrases based on grade 2 reading content using glossaries and beginning dictionaries, both print and digital.
- to produce a narrative.
- to determine how sequence of events will affect the sequence of the story.
- to effectively engage in a range of collaborative discussions with diverse partners on grade 2 topics and texts.

Student Learning Objectives	Corresponding NJLS
Answer questions such as who, what where, when, and how about key details in a text.	RL.2.1
Describe how characters respond to major events and challenges in a story.	RL.2.3
Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem, or song.	RL.2.4
Describe the overall structure of a story.	RL.2.5
Describe how the beginning of a story introduces the story and the ending concludes the action.	RL.2.5
Describe differences in story characters' points of view in complete sentences, including using a different voice for each character when reading dialogue aloud.	RL2.6; SL.2.6
Write a description of characters, setting, or plot using information from illustrations and key words from the text (print or digital).	RL.2.7
Identify the main topic of a multi paragraph text.	RI.2.2
Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.	RI.2.4; L.2.4.a
Read regularly spelled one syllable words correctly by distinguishing long and short vowels.	RF.2.3.a
Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams.	RF.2.3.b,c

Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.e
Read grade-level text with purpose and understanding.	RF.2.4.a
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.b
Confirm or self-correct words using context.	RF.2.4.c
Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others' talk) and asking for clarification when necessary using familiar words and phrases.	SL.2.1.a,b;;L.2.6
Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a closing sentence.	W.2.3; L.2.1.d; L.2.2.d
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed.	W.2.5; L.2.1.f; L.2.2.e
Form and use frequently occurring irregular plural nouns (e.g., feet, children).	L.2.1.b
Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).	L.2.4.d
Identify real-life connections between words and their use (e.g., describe foods that are sweet).	L.2.5.a
Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).	L.2.5.b
Capitalize holidays, product names, and geographic names.	L.2.2.a
Use commas in greetings and closings of letters.	L.2.2.b
Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2.c
Unit 1 Essential Questions	
Unit 1 Enduring Understandings	
<ul style="list-style-type: none"> How can students become better readers in a variety of settings including, whole-group, small group, and individually? How do readers make decisions about their reading? How do readers construct meaning from text? How do personal experiences help express and write stories? 	<ul style="list-style-type: none"> Reading is meaningful, purposeful, and useful and students need to be engaged in a variety of texts. Readers can effectively communicate their thoughts and feelings and develop reading skills through modeled, small group, and independent reading experiences. In order to understand the meaning of text, readers use a variety of comprehension strategies such as predicting, questioning, retelling, connecting, and summarizing. Any moment in time can be captured to tell a story.
Standard Code #	New Jersey Student Learning Standards
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

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.
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.2.2	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know spelling-sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.
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. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters.

	<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
L.2.4	<p>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>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

Evidence of Learning

Summative Assessment

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Unit Assessment
- *Measures of Academic Progress* (MAP)
- Narrative Writing Assessment
- Opinion/Informational Writing
- Weekly Vocabulary Quizzes
- Grammar Tests

Formative Assessment

- Question and Answer
- White Boards
- Graphic Organizers/Maps/Webs
- Individual student progress checks
- Think-pair-share
- Teacher observation
- Exit Cards
- Daily 5 Student/ Strategy Group conference forms
- Daily Language Review (DLR)
- Personal Journals
- Mini and Focus Lessons
- Writing Folder
- Quick Writes/Writing Prompts

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Reading Street*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*,
- *Readworks.Org*, <http://www.readworks.org>
- *Brainpop Jr.*, <https://jr.brainpop.com/>
- *Pinterest*, <https://www.pinterest.org>
- *Learning A-Z*, www.learninga-z.com
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com/>
- *Starfall*, www.starfall.com

<https://www.youtube.com/t/education>

• www.abcya.com

Integration of Technology

- Computers
- SMART Board
- Audio Tapes/CD

• www.enchangedlearning.com
• <https://www.pearsonsuccessnet.com>

Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

Grade 2 Language Arts Literacy

Unit 2

In Unit 2, second grade students will continue to learn different reading comprehension strategies with an emphasis on making connections and inferencing. Likewise, another major component of Unit 2 is the development of student background knowledge through the comprehension and analysis of a variety of increasingly complex narrative and informational texts on a wide range of subjects. Throughout Unit 2, students will focus on enhancing their vocabulary skills. Vocabulary acquisition is an ongoing process, and through the application of a variety of vocabulary enhancing strategies that stress both written and spoken language, a solid foundation of skills will be created. In terms of writing, students will learn to construct both narratives and informational/explanatory pieces. Developing writers will be further encouraged to compose increasingly longer selections of writing. Also, students will begin to use a variety of resources and text in order to enhance writing skills.

21st Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

Unit 2 Learning Targets

Students will be able...

- Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
- Identify and use various text features (e.g., captions), to locate key facts or information and to determine the meaning of words and phrases relevant to grade two topic.
- Apply decoding skills and use punctuation as cues to read grade level text with appropriate rate, and expression.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in groups setting.
- To produce narrative.
- To produce informational text.
- With guidance and support, produce and publish a writing piece using digital tools.

Student Learning Objectives	Corresponding NJLS
Describe how characters in a story respond to major events and challenges.	RL.2.3
Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.	RL.2.7
Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.	RI.2.1
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2
Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.	RI.2.3
Identify and use various text features determine the meaning of words and phrases relevant to a grade two topic.	RI.2.4; RI.2.5

Identify the main purpose of a text and what the author wants to answer, explain, or describe.	RI.2.6
Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.	RI.2.7
Describe how reasons support specific points the author makes in a text.	RI.2.8
Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.	RF.2.3.a
Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. <i>ai, ea, ee, ie, oa, oo</i>).	RF.2.3.b
Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i>au, ou/ow, oi/oy</i>).	RF.2.3.b
Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. <i>ar, er, ir, or,ur</i>).	RF.2.3.b
Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels.	RF.2.3.b
Decode regularly spelled two-syllable words with long vowels.	RF.2.3.c
Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.e
Read grade-level text with purpose and understanding.	RF.2.4.a
Decode regularly spelled two-syllable words with long vowels	RF.2.4.b
Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.	W.2.2; W.2.8
Work with a group to research a topic and generate ideas for an informational paragraph.	W.2.7
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.	W.2.5; L.2.2.e
With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki).	W.2.6
Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in a group setting.	SL.2.1.a,b,c
Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).	SL.2.2
Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding	SL.2.3
Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly.	SL.2.4; SL.2.6
Produce multimedia recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings.	SL.2.5
Use collective nouns (e.g., <i>team</i>), reflexive pronouns (e.g., <i>myself</i>), adjectives, and adverbs appropriately when writing or speaking.	L.2.1. a,c,e
Compose a friendly letter in which commas are used correctly in a greeting and closing.	L.2.2.b
Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary.	L.2.2.e; L.2.4.e
Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> How do readers comprehend text? 	<ul style="list-style-type: none"> Readers use a variety of comprehension strategies such as connecting, and inferring.

<ul style="list-style-type: none"> • How does your background knowledge help you read and communicate? • Why is vocabulary important? • How do writers convey informational text accurately to others? 	<ul style="list-style-type: none"> • Having prior knowledge will assist you in listening, speaking, and reading comprehension. • Enhancing vocabulary helps in reading comprehension. • Writers create explanatory pieces with research-based details in order to effectively communicate ideas and factual information.
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Standard Code #	New Jersey Student Learning Standards
RI.2.3	Describe how characters in a story respond to major events and challenges using key details.
RI.2.7	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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.
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).

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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. <ul style="list-style-type: none"> e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Evidence of Learning

Summative Assessment

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|---|---|
| <ul style="list-style-type: none"> ● <i>Developmental Reading Assessment</i>, Celebration Press/Pearson Learning Group ● Unit Assessment ● <i>Measures of Academic Progress (MAP)</i> ● Narrative Writing Assessment | <ul style="list-style-type: none"> ● Opinion/Informational Writing ● Weekly Vocabulary Quizzes ● Grammar Tests |
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Formative Assessment

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|---|--|
| <ul style="list-style-type: none"> ● Question and Answer ● White Boards ● Graphic Organizers/Maps/Webs | <ul style="list-style-type: none"> ● Daily 5 Student/ Strategy Group conference forms ● Daily Language Review (DLR) ● Personal Journals |
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- Individual student progress checks
- Think-pair-share
- Teacher observation
- Exit Cards
- Mini and Focus Lessons
- Writing Folder
- Quick Writes/Writing Prompts

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Reading Street*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Readworks.Org*, <http://www.readworks.org>
- *Brainpop Jr.*, <https://jr.brainpop.com/>
- *Pinterest*, <https://www.pinterest.org>
- *Learning A-Z*, www.learninga-z.com
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com/>
- *Starfall*, www.starfall.com
- www.abcya.com

Integration of Technology

- Computers
- SMART Board
- Audio Tapes/CD
- www.enchantedlearning.com
- <https://www.pearsonsuccessnet.com>

Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/cccs/2016/ela/>

Grade 2 Language Arts Literacy

Unit 3

In Unit 3, second grade students will differentiate between fiction and non-fiction texts. Students will focus on story elements, including setting, plot, characters, problem, and solution, found within fictional stories. Additionally, an emphasis is placed on literary devices. A variety of increasingly complex texts will be utilized to display each of the literary devices, such as alliteration, analogies, imagery, simile, metaphor, onomatopoeia, personification. Likewise, during Unit 3, second graders examine the language of poetry with an additional focus on rhyme scheme, patterns, and stanzas. Second grade students will also learn how to identify the different types of text features within nonfiction texts. Developing writers will continue to construct both narratives and informational/explanatory pieces. Students will be held accountable for applying previous and current grammar skills.

21st Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

Unit 3 Learning Targets

Students will be able...

- Recall and describe the central message, lesson, or moral of story.
- Describe the feeling and tone words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning a story, poem, or song.
- Produce narrative.
- Produce informational/explanatory piece.
- Describe the structure of a story, including a description of the introduction and closing action.
- Know and use text features (e.g. glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to grade two topic or subject.
- Read nonfiction texts
- Focus on applying grade 2 grammar skills for reading and writing

Student Learning Objectives	Corresponding NJLS
Describe key details of a read text by asking questions such as who, what, where, when, why, and how.	RL.2.1
Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures.	RL.2.2
Describe how characters respond to major story events and challenges.	RL.2.3
Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
Describe the structure of a story including a description of the introduction and closing action.	RL.2.5
Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.	RL.2.6
Use print or digital text and illustrations to develop understanding of characters, setting, or plot.	RL.2.7
Determine the meaning of words and phrases in a text using text features and context clues.	RL.2.9
Outline the similarities and differences between two versions of the same story (e.g.,	RI.2.4

Cinderella stories) written from the perspective of two different cultures or authors.	
Know spelling-sound correspondences for common vowel teams.	RF.2.3.a
Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i>au, ou/ow, oi/oy</i>).	RF.2.3.a
Decode words with common prefixes (e.g., <i>un-, dis-, re-, pre-, mis</i>) and common suffixes (e.g., <i>-ful, -less, er</i>)	RF.2.3.c
Read grade-level text with purpose and understanding.	RF.2.4.a
Identify common irregularly spelled words (e.g., bread, love, would, could, their, there, none, both).	RF.2.3.e
Read grade-appropriate irregularly spelled words.	RF.2.3.d
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.b
Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.	W.2.1
Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement.	W.2.3; L.2.1.b,d
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences.	W.2.5; L.2.1.f; L.2.6
With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops).	W.2.6
Take turns responding to grade two topics and texts in small (or larger) group discussions, and when appropriate respond to comments provided by peers and build on comments provided.	SL.2.1.a,b
Ask for additional information as needed from peers when discussing a read text.	SL.2.1.c
Recount or describe key story details or facts of a text shared orally or through other media.	SL.2.2
Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
Speak in complete sentences when appropriate to task and situation in order to provide information to others.	SL.2.6
Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.	L.2.1.a,c,e
Use time order words, irregular plural nouns, and past tense irregular verbs.	L.2.1.b,d
Capitalize holidays, product names, and geographic names.	L.2.2.a
Use an apostrophe to form contractions and common possessives.	L.2.2.c
Apply the knowledge of common root words to understand the meaning of unknown words with the same root.	L.2.4.c
Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> • Why is it important to apply grammar and mechanical skills? • Why are story elements and literary devices quintessential? • How does a reader know if something is fiction or nonfiction by using text features? 	<ul style="list-style-type: none"> • Applying grammar and mechanical skills makes writing more fluent, so proper communication can take place. • Story elements and literary devices help promote better understanding on the story's structure and author's purpose in a variety of areas including,

<ul style="list-style-type: none"> How do readers organize information regarding topics? 	<p>setting, characterization, problem, and solution.</p> <ul style="list-style-type: none"> Readers use text features in informational texts in order to differentiate facts from opinions and fictional statements. Writers will choose specific text features to effectively construct informational texts.
Standard Code #	New Jersey Student Learning Standards
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know spelling-sound correspondences for additional common vowel teams. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in and editing.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts

	<p>with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use an apostrophe to form contractions and frequently occurring possessives.
L.2.4	<p>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> <ol style="list-style-type: none"> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Evidence of Learning

Summative Assessment

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|--|---|
| <ul style="list-style-type: none"> • <i>Developmental Reading Assessment, Celebration Press/Pearson Learning Group</i> • Unit Assessment • <i>Measures of Academic Progress (MAP)</i> • Narrative Writing Assessment | <ul style="list-style-type: none"> • Opinion/Informational Writing • Weekly Vocabulary Quizzes • Grammar Tests |
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Formative Assessment

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|---|--|
| <ul style="list-style-type: none"> • Question and Answer • White Boards | <ul style="list-style-type: none"> • Daily 5 Student/ Strategy Group conference forms |
|---|--|

- Graphic Organizers/Maps/Webs
- Individual student progress checks
- Think-pair-share
- Teacher observation
- Exit Cards
- Daily Language Review (DLR)
- Personal Journals
- Mini and Focus Lessons
- Writing Folder
- Quick Writes/Writing Prompts

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Reading Street*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Readworks.Org*, <http://www.readworks.org>
- *Brainpop Jr.*, <https://jr.brainpop.com/>
- *Pinterest*, <https://www.pinterest.org>
- *Learning A-Z*, www.learninga-z.com
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com/>
- *Starfall*, www.starfall.com
- www.abcya.com

Integration of Technology

- Computers
- SMART Board
- Audio Tapes/CD
- www.enchantedlearning.com
- <https://www.pearsonsuccessnet.com>

Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/cccs/2016/ela/>

Grade 2 Language Arts Literacy

Unit 4

Throughout Unit 4, second grade students will enhance their understanding of fiction and nonfiction skills by developing note-taking skills. Many types of diagrams and charts will be implemented in order to compare and contrast the different types of complex texts. To help distinguish the differences, students begin to identify various text structures and features found within fiction and nonfiction texts. In terms of writing, second graders produce both narrative and informational/explanatory writing pieces. The effective application of grammar becomes even more essential. It is during Unit 4 that second grade students become more aware of their strengths and weaknesses in order to progress at an appropriate pace. Therefore, self-monitoring and self-correcting strategies will be stressed for both reading and writing.

21st Century Skills

X Creativity & Innovation

X Communication

X Critical Thinking and Problem Solving

X Collaboration

Unit 4 Learning Targets

Students will be able...

- to use informational texts to describe connections between scientific ideas or concepts.
- to explain how a specific image (e.g. graphic organizer, diagram) adds to text, comprehension and how it clarifies information.
- to compare and contrast the most important points presented by two texts on the same topic.
- to read-grade level texts orally with accuracy, appropriate rate, and expression on successive readings.
- to produce narrative and informational/explanatory writing.
- to use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- to monitor and organize ideas and information.

Student Learning Objectives	Corresponding NJLS
Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5
Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7
Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9
Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who, what, where, when, why</i> and <i>how</i> .	RI.2.1
Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
Using informational texts, describe connections between scientific ideas or concepts.	RI.2.3
Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4; RI.2.5
Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
Describe how reasons support specific points the author makes in a text.	RI.2.8
Compare and contrast the most important points presented by two texts on the same	RI.2.9

topic.	
Know spelling-sound correspondences for common vowel teams.	RF.2.3.a
Decode words with common prefixes (e.g., <i>un-</i> , <i>dis-</i> , <i>re-</i> , <i>pre-</i> , <i>mis</i>) and suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>-er</i>).	RF.2.3.c
Identify grade-appropriate commonly and irregularly spelled words (e.g., <i>bread</i> , <i>love</i> , <i>would</i> , <i>could</i> , <i>their</i> , <i>there</i> , <i>none</i> , <i>both</i>).	RF.2.3.d,e
Read grade-appropriate irregularly spelled words.	RF.2.3.f
Read grade-level text with purpose and understanding.	RF.2.4.a
Read grade-level text orally with accuracy, appropriate rate, and expression on successive recognition and understanding, rereading as necessary.	RF.2.4.b
Use decoding skills in conjunction with context to confirm or self-correct word readings.	RF.2.4.c
Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and definitions to develop specific points, and includes a closing sentence.	W.2.2
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials.	W.2.5; L.2.1.f; L.2.2.e
With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki).	W.2.6
Compose a response to a question based on recalled experiences or information gathered from provided sources.	W.2.8
Through respectful interchange and balanced participation, develop textual connections and meaning through book discussions in small and larger group settings to clarify understanding.	SL.2.1.a,b,c
Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
Produce complete sentences when appropriate to task or situation in order to provide word in which the prefix was added to the root word.	SL.2.6
Using both the meaning of a known prefix and a known root word, define a newly formed information to others.	L.2.4.b
Determine or clarify the meaning of unfamiliar words using a glossary or beginning dictionary (print or digital).	L.2.4.e
Use familiar words and phrases acquired through conversations, reading and being reading to and responding to texts, including adjectives and adverbs to describe appropriately.	L.2.6
Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> • Why does note-taking help a reader understand if something is fiction or nonfiction by using text features? • Why is text structure important for reading? • Why is it quintessential to be able to self-monitor and self-correct while reading and writing? 	<ul style="list-style-type: none"> • Note-taking and features of informational texts help readers to research, comprehend, and apply important information so they reader can distinguish fiction from nonfiction. • Understanding story structure to discover the importance of characters, and the author’s purpose. • Self-monitoring and self-correct helps readers take ownership of their reading and writing so they can gain independence and become self-advocates.

Standard Code #	New Jersey Student Learning Standards
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and ending concludes the action.
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.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know spelling-sound correspondences for additional common vowel teams. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
L.2.4	<p>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>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>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Evidence of Learning

Summative Assessment

- | | |
|--|---|
| <ul style="list-style-type: none"> • <i>Developmental Reading Assessment, Celebration Press/Pearson Learning Group</i> • Unit Assessment • <i>Measures of Academic Progress (MAP)</i> • Narrative Writing Assessment | <ul style="list-style-type: none"> • Opinion/Informational Writing • Weekly Vocabulary Quizzes • Grammar Tests |
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Formative Assessment

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|--|--|
| <ul style="list-style-type: none"> • Question and Answer • White Boards • Graphic Organizers/Maps/Webs • Individual student progress checks • Think-pair-share • Teacher observation • Exit Cards | <ul style="list-style-type: none"> • Daily 5 Student/ Strategy Group conference forms • Daily Language Review (DLR) • Personal Journals • Mini and Focus Lessons • Writing Folder • Quick Writes/Writing Prompts |
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Instructional Materials and Resources

- | | |
|---|---|
| <ul style="list-style-type: none"> • <i>Good Habits, Great Readers, Pearson Learning Group</i> | <ul style="list-style-type: none"> • <i>Readworks.Org, http://www.readworks.org</i> • <i>Brainpop Jr., https://jr.brainpop.com/</i> |
|---|---|

- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Reading Street*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*,
Celebration Press/Pearson Learning Group
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*,
<https://www.youtube.com/t/education>

- *Pinterest*, <https://www.pinterest.org>
- *Learning A-Z*, www.learninga-z.com
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*,
<http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*,
<http://www.enchantedlearning.com/>
- *Starfall*, www.starfall.com
- www.abcya.com

Integration of Technology

- Computers
- SMART Board
- Audio Tapes/CD
- www.enchantedlearning.com
- <https://www.pearsonsuccessnet.com>

Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/cccs/2016/ela/>

Grade 2 Language Arts Literacy

Unit 5

Within this final unit, second grade students will further explore narrative non-fiction, informational text, and realistic fiction on a deeper level. The comprehension skills and strategies utilized in this unit include understanding characters, questioning, conclusions, summarizing, cause and effect, visualizing, sequence of event, and analysis. Second graders apply these concepts and use writing strategies to plan, draft, and publish well-developed selections of writing. Additionally, Unit 5 provides students with the opportunity to participate in short research-based learning projects. Likewise, throughout this unit, students continue to develop and apply grade level grammar, mechanics, spelling, and vocabulary word acquisition skills to a variety of learning activities.

21st Century Skills

X Creativity & Innovation

X Communication

X Critical Thinking and Problem Solving

X Collaboration

Unit 1 Learning Targets

Students will be able...

- to compare and contrast two or more versions of poetry, in grades 2-3 text complexity band proficiently, with scaffolding needed at the high end of the range.
- to determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.
- to describe connections between technical procedures using informational texts.
- to read and comprehend complex second grade level texts.
- to produce narrative, informational, and explanatory selections of writing.
- to distinguish between fantasy vs. reality books.
- to respond to how characters respond to major story events and challenges.

Student Learning Objectives	Corresponding NJLS
Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.	RL.2.1
Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures	RL.2.2
Describe how characters respond to major story events and challenges.	RL.2.3
Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5
Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view.	RL.2.6
Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7
Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9
Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10
Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
Using informational texts, describe connections between technical procedures.	RI.2.3

Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4
Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10
Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels.	RF.2.3.b,c
Decode words with common prefixes (e.g., <i>un-dis-re-</i>) and suffixes (e.g., <i>-ful, -less, -er</i>).	RF.2.3.d
Identify common irregularly spelled words (e.g., <i>bread, love, would, could, their, there, none, both</i>).	RF.2.3.e
Read grade-appropriate texts irregularly spelled words.	RF.2.3.f
Read grade-level text with purpose and understanding.	RF.2.4.a
Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.2.4.b
Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.	W.2.1
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5
With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).	W.2.6
Work with a group to research a topic and generate ideas for a writing project.	W.2.7
Write a response to a question based on experiences recalled or information gathered from provided sources.	W.2.8
Use collective nouns (e.g., <i>family</i>), reflexive pronouns (e.g., <i>yourself</i>), adjectives, and adverbs appropriately when speaking and writing.	L.2.1.a,c,e
Use frequently occurring irregular plural nouns (e.g., <i>feet, children</i>), and the past tense of common irregular verbs (e.g., <i>sat, told</i>) appropriately when speaking and writing.	L.2.1.b,d
Produce, expand, and rearrange complete simple and compound sentences.	L.2.1.f
Capitalize holidays, product names, and geographic names when writing.	L.2.2.a
Use an apostrophe to form contractions and frequently occurring possessives when writing.	L.2.2.c
Use learned spelling pattern to write words (e.g., <i>cage-badger; boy-boil</i>).	L.2.2.d
Compare writing that is formal and writing that is informal.	L.2.3.a
Determine the meaning of unfamiliar words and phrases using sentence-level context clues.	L.2.4.a
Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.	L.2.4.e
Identify real-life connections between words and their use (e.g., describe foods that are sweet).	L.2.5.a
Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)	L.2.5.b
Respond, one at a time, to topics of discussion regarding a text, build on input provided by peers, and ask for additional information from peers as needed.	SL.2.1.a,b,c
Recount or describe key story details or facts of a text (shared orally or through other	SL.2.2

media).	
Tell a story or recount an experience with appropriate facts and relevant, descriptive information to others.	SL.2.4
Speak in complete sentences when appropriate to task or situation in order to provide details, speaking audibly in coherent sentences.	SL.2.6
Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.	L.2.4.b
Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.	L.2.4.c

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> • How do stories of fantasy different from other stories with reality? • How do readers effectively evaluate informational text? • Why is it important to respond to characters' words or actions? • Why do readers need to engage in books? 	<ul style="list-style-type: none"> • Stories of fantasy provide enjoyment, allow better understanding of different cultures around the world, and convey moral lessons • Evaluating informational texts helps determine the important facts from interesting facts. • Readers understand one can learn from characterization. • Readers engage in books to for enjoyment and to expand knowledge.

Standard Code #	New Jersey Student Learning Standards
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
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.
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.
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).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the</i>

	<i>little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 <i>reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Evidence of Learning

Summative Assessment

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| <ul style="list-style-type: none"> • <i>Developmental Reading Assessment</i>, Celebration Press/Pearson Learning Group • Unit Assessment • <i>Measures of Academic Progress</i> (MAP) • Narrative Writing Assessment | <ul style="list-style-type: none"> • Opinion/Informational Writing • Weekly Vocabulary Quizzes • Grammar Tests |
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Formative Assessment

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| <ul style="list-style-type: none"> • Question and Answer • White Boards • Graphic Organizers/Maps/Webs • Individual student progress checks • Think-pair-share • Teacher observation • Exit Cards | <ul style="list-style-type: none"> • Daily 5 Student/ Strategy Group conference forms • Daily Language Review (DLR) • Personal Journals • Mini and Focus Lessons • Writing Folder • Quick Writes/Writing Prompts |
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Instructional Materials and Resources

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| <ul style="list-style-type: none"> • <i>Good Habits, Great Readers</i>, Pearson Learning Group | <ul style="list-style-type: none"> • <i>Readworks.Org</i>, http://www.readworks.org • <i>Brainpop Jr.</i>, https://jr.brainpop.com/ |
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- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Reading Street*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*,
Celebration Press/Pearson Learning Group
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*,
<https://www.youtube.com/t/education>

- *Pinterest*, <https://www.pinterest.org>
- *Learning A-Z*, www.learninga-z.com
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*,
<http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*,
<http://www.enchantedlearning.com/>
- *Starfall*, www.starfall.com
- www.abcya.com

Integration of Technology

- Computers
- SMART Board
- Audio Tapes/CD
- www.enchantedlearning.com
- <https://www.pearsonsuccessnet.com>

Curriculum Development Resources:

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

New Jersey Student Learning Standards

English Language Arts

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJDOE *recommends* 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8.

New Jersey Student Learning Standards for English Language Arts

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Progress Indicators Reading Literature Texts

Key Ideas and Details

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

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

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.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

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.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.6. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know spelling-sound correspondences for common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Progress Indicators for Writing

Text Types and Purposes

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.

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.

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.

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

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.

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.

Research to Build and Present Knowledge

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).

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

W.2.9. (Begins in grade 4)

Range of Writing

W.2.10. (Begins in grade 3)

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

- 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.
- 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).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Progress Indicators for Language

Conventions of Standard English

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Use collective nouns (e.g., *group*).
 - B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - C. Use reflexive pronouns (e.g., *myself, ourselves*).
 - D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
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Knowledge of Language

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- 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.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).