

Cedar Grove School District

Cedar Grove, NJ

2016 | **Grade 2**

Media 2

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

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

Media 2

Course Description

Media literacy encompasses a variety of language arts and technology skills necessary for students' proficient navigation of today's learning environments. Media instruction helps students construct meaning and address visual and verbal messages. It is also designed to develop reading strategies, vocabulary and concept development as well as inquiry and research skills. In kindergarten, the focus is on reading skills. In first and second grades, students gain proficiency in reading, speaking, listening, and viewing. Through this study, children will also learn to use the basic features of an operating system and produce a simple, finished document using word processing software.

This curriculum was written in accordance to:

**NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>

**NEW JERSEY STUDENT LEARNING STANDARDS
for Technology**

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

Media 2

Course Calendar

	Sep					Oct					Nov				Dec			Jan					Feb					Mar					Apr				May					Jun				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
<u>Information Literacy - Reading</u>																																														
<u>Information Literacy - Speaking</u>																																														
<u>Information Literacy - Listening</u>																																														
<u>Information Literacy - Viewing Media</u>																																														



Information Literacy - Reading

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the 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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

Reading: Foundational Skills

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.

Writing

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.2.1.a. Follow agreed-upon 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).
 - SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.2.2.e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Enduring Understandings

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.

Essential Questions

- How does understanding a text's structure help me better understand its meaning?
- How does fluency affect comprehension?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- Why conduct research?

Content

- A. Concepts about print
- B. Fluency
- C. Vocabulary and concepts
- D. Inquiry and research

Skills

- A. 1 Use titles, table of contents, and chapter headings to locate information.
- B. 1 Employ learned strategies to determine if text makes sense without being prompted.
- C. 1 Begin to use a grade-appropriate dictionary with assistance from teacher.
- D. 1 Locate information using alphabetical order.
- D. 2 Read a variety of non-fiction and fiction books and produce evidence of reading.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Accelerated Reader collection
- Accelerated Reader software
- Biographies
- Reference collection
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Software
- Library World electronic card catalog
- Websites (included in Virtual Media Centers)
- CDs and audio tapes
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Speaking

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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Range of Reading and Level of Text Complexity

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- 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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- e. 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.

Writing

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.a. Follow agreed-upon 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).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- 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.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2.e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- 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).

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Enduring Understandings

- Oral discussion helps to build connections to others and create opportunities for learning.
- A speaker's choice of words and style set a tone and define the message.
- A speaker selects a form and organizational pattern based on the audience and purpose.

Essential Questions

- How can discussion increase our knowledge and understanding of an idea(s)?
- How does the choice of words affect the message?
- How does a speaker communicate so others will listen and understand the message?

Content

- A. Discussion
- B. Word choice
- C. Oral presentation

Skills

- A. 1 Elaborate on experiences and ideas.
- A. 2 Begin to stay focused on a topic of interest.
- A. 3 Offer personal opinions related to topics of discussion.
- A. 4 Wait one's turn to speak.
- B. 1 Recognize and discuss how authors use words to create vivid images
- C. 1 Participate in a dramatization or role play

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Biographies
- Reference collection
- Software
 - Microsoft PowerPoint
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Listening

Collaboration

Stage 1: Desired Results

NJ Standards

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NJ: Grade 2

Reading: Literature

Key Ideas and Details

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NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- e. 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.
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- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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NJ: Grades K-2

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- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

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- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Enduring Understandings

- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Effective listeners are able to interpret and evaluate increasingly complex messages.

Essential Questions

- Can one hear but not listen?
- How does a listener understand a message?

Content

- A. Active listening
- B. Listening comprehension

Skills

- A. 1 Listen critically to identify main ideas and supporting details
- A. 2 Listen and contribute to class discussions
- B. 1 Follow one-step and two-step oral directions

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
- Projects
- Technology infusion
- Differentiated Instruction
- Read alouds

Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Biographies
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Educational games
- Video and DVD collections
- Software
 - Kidspiration
 - Microsoft PowerPoint
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board



Information Literacy - Viewing

Media

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- 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

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the 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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

Writing

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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).

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.a. Follow agreed-upon 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).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2.e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning

or style, and to comprehend more fully when reading or listening.

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

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJ: 2014 SLS: Technology

NJ: Grades K-2

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Enduring Understandings

- People experience the same media message differently.

Essential Questions

- What's the media message?

Content

A. Meaning

Skills

A. 1 Speculate about characters, events, and settings in books, film and television

A. 2 Recognize the work of a favorite illustrator

A. 3 Compare and contrast media characters

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan