

Shrewsbury Borough School District
English Language Arts Curriculum Guide
Grade 2
2015

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

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Approved by Shrewsbury Borough Board of Education:
August 2015

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Brent MacConnell-Superintendent
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Implementation: September 2015

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Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grade and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities.

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Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade two of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

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Fundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Fundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” words, fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Fundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus.

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Marking Period 1 Overview

Units Covered:

Making Meaning: Unit #1- The Reading Community: Fiction and Narrative Nonfiction

Unit #2- Making Connections: Fiction

Being A Writer: Unit #1-The Writing Community

Foundations: Unit #1, #2, #3, #4

Grade Level: 2

Recommended Pacing: Marking Period 1

Unit Summary:

During these units, the students and teacher share their reading lives. The students identify key details and important ideas in texts. They make text to self-connections and consider differences in the points of view of characters. They begin individualized daily reading (IDR) and learn procedures for selecting just right books for independent reading. Socially, they learn the procedures for gathering, “Turn to Your Partner,” “Think, Pair, Share,” and IDR. During IDR, students will practice monitoring their own reading and confer with the teacher individually about their reading lives.

In writing, the students will begin to see themselves as contributing members of a caring writing community. They generate writing ideas by drawing, listing ideas, and writing sentences.

In Foundations, students will learn the definition of a digraph and a blend. They will learn closed syllables, glued sounds, and participate in drilling of the keywords-sounds of the r-controlled vowels. Next, students will learn closed syllable exceptions. Last, students will learn to categorize suffixes as vowel suffixes or consonant suffixes.

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NJCCSS:

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| RF.2.3.b | Know spelling-sound correspondences for additional common vowel teams. |
| RF.2.3.d | Decode words with common prefixes and suffixes. |
| RF.2.3.e | Identify words with inconsistent but common spelling-sound correspondences |
| RF.2.3.f | Recognize and read grade-appropriate irregularly spelled words. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.2.4.a | Read on-level text with purpose and understanding. |
| RF.2.4.b | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| RF.2.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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. |
| 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. |
| 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. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| L.2.1a | Use collective nouns (e.g., group). |
| L.2.1b | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| L.2.1c | Use reflexive pronouns (e.g., myself, ourselves). |
| L.2.1d | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| L.2.1e | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| 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). |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2.2a | Capitalize holidays, product names, and geographic names. |
| L.2.2c | Use an apostrophe to form contractions and frequently occurring possessives. |
| L.2.2d | Generalize learned spelling patterns when writing words (e.g., cage _ badge; boy _ boil). |
| L.2.2e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.2.6 | 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). |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 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. |

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Speaking and Listening:

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| 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.2.1a | 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). |
| SL.2.1b | Build on others' talk in conversations by linking their comments to the of remarks of others. |
| SL.2.1c | 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 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| SL 2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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ISTE Standards:

1.a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d 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.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

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| 8.1.2.A.2 | Create a document using a word processing application. |
| 8.2.2.A.1 | Define products produced as a result of technology or of nature. |

Unit Essential Questions:

How do you make a self to text connection?
 What are the read aloud/writing procedures?
 How do students share their reading and writing life?
 How do students use new vocabulary in their everyday life?
 How do students get ideas for writing?
 How can students reflect on writing?
 How can students review their writing to make it more interesting?
 How do you know if this is a digraph or a blend?

Unit Enduring Understandings:

Think of how the book relates to my life.
 Look, listen, and respect the speaker, work quietly while others are writing.
 Discussing with partners.
 Use new vocabulary in speaking, reading, and writing.
 Listen to stories that model good writing.
 Draw pictures to inspire my writing.
 Reread and think about what was written.
 Answer questions to understand key details and important ideas

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What sound does each vowel/consonant make?
What letters make this a glued sound?
Which suffix should you add to the word to make it past or present?
Which suffix should I add to the end of a word to compare?

in a story.
Letter sounds
Digraph and blends
Glued Sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk, ild, ind, old, olt, ost
Closed syllable exceptions
Suffixes –s, -es, -ed, -ing,
Comparison suffixes -er, -est
Form present and past tense correctly.

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| Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i> | Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i> |
|---|---|
| <ul style="list-style-type: none"> • Procedures for a read aloud • How to make self to text connections • How to answer questions to understand text • How to read independently • Meaning of weekly words • How to hear and discuss good writing • How to use descriptive language • How to use sentence ending punctuation • How to review and make writing more interesting • How to capitalize proper nouns and first letters of a sentence • How to approximate spelling of unfamiliar words • How to respond to classmates writing • Definitions and use of new vocabulary • How to apply sound and spelling rules • How to decide if it is a digraph or a blend • How to blend and read words with glued sounds • How to categorize vowel and consonant suffixes • How to form plurals • How to form present and past tense words | <ul style="list-style-type: none"> • Make self to text connections • Answer questions to understand key details and important ideas in a story • Independent reading • Discuss the story's message • Listen to one another • Turn to your partner • Take responsibility for learning • Use vocabulary in context and discuss with partners by turning and talking/think, pair, share • Generate and chose ideas for writing • Hear and discuss good writing • Write independently • Use proper capitalization for the beginning of a sentence and proper nouns • Identify and use complete sentences • Use approximate spelling • Fluent passage reading • Story retelling • Form plurals properly • Form present and past tense using suffixes |

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Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Check in class meeting
- Class discussions
- Student Response Book
- Guided reading conferencing and notes
- Writing conferences and notes
- Writing notebooks
- Daily 5 independent work
- Foundations mini lessons

Equipment Needed:

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, mentor texts, chart paper, leveled books, weekly text, vocabulary cards, writing paper, writing notebooks, student response book, Foundations composition books, anchor charts

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor text, Foundations materials

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Second grade Writing Benchmark
- IDR Conferencing and notes
- Student Response Book
- Teacher writing conference notes
- Guided Reading teacher notes
- Foundations unit tests

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Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story on an Ipad using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Students may use Raz Kids or Tumble Books

Teacher Resources:

Technology Component (websites):

<https://www.collaborativeclassroom.org/>

www.razkids.com

www.tumblebooks.com

www.spellingcity.com

Ipad Apps

Resources:

<http://www.wilsonlanguage.com/pdf/CCSS%20Grades%20K%20-%20203%20021513.pdf>

<http://www.corestandards.org/>

<https://www.collaborativeclassroom.org/>

<http://www.iste.org/standards/iste-standards/standards-for-students>

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www.state.nj.us/education/sca

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<https://correlations.collaborativeclassroom.org/overview.php>

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Marking Period 2 Overview

Units Covered:

Making Meaning: Unit #3-Visualizing: Expository Nonfiction, Poetry, and Fiction

Unit #4- Making Inferences: Fiction

Being A Writer: Unit #2 –Telling More

Unit #3-Fiction

Fundations: Unit #5, #6, #7, #8

Grade Level: 2

Recommended Pacing: Marking Period 2

Unit Summary:

During these units, students will visualize to make sense of text. They will also informally use schema and inference as they visualize. During reading, students will build stamina, share in pairs and discuss their reading lives. Students will use inference to understand character's feelings, motivations, and actions. They also informally explore narrative text structure, including character and plot. During IDR, the students practice visualizing and self-monitoring their reading comprehension. Students will begin to confer with the teacher individually about their use of comprehension strategies.

In writing, students write longer pieces as they explore telling more. They will reread their writing to determine what else they may say and confer with a partner to give and receive feedback. Students will also explore fiction writing and draft, revise, and publish their own stories.

In Foundations, students will learn how to read, spell and divide multisyllabic words and compound words. They will be introduced to a variety of new suffixes and prefixes. Students will learn syllable division rules. Last, they will identify 'y' as a vowel.

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NJCCSS:

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| RF.2.3.a | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| RF.2.3.b | Know spelling-sound correspondences for additional common vowel teams. |
| RF.2.3.c | Decode regularly spelled two-syllable words with long vowels. |
| RF.2.3.d | Decode words with common prefixes and suffixes. |
| RF.2.3.e | Identify words with inconsistent but common spelling-sound correspondences |
| RF.2.3.f | Recognize and read grade-appropriate irregularly spelled words. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.2.4.a | Read on-level text with purpose and understanding. |
| RF.2.4.b | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| RF.2.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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 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. |
| RI.2.10 | By the end of year, 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. |
| 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. |
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |

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| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.2 | 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.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 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. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.2.1.a | Use collective nouns (e.g., group). |
| L.2.1.e | Use adjectives and adverbs, and choose between them depending on what is to be modified. |

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| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2.2a | Capitalize holidays, product names, and geographic names. |
| L.2.2d | Generalize learned spelling patterns when writing words (e.g., cage _ badge; boy _ boil). |
| L.2.2e | 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. |
| L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 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). |

Speaking and Listening:

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|---------|---|
| 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.2.1a | 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). |
| SL.2.1b | Build on others' talk in conversations by linking their comments to the of remarks of others. |
| SL.2.1c | 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 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |

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| SL 2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| ISTE Standards: | |
| 1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology. | |
| 2. a-d 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. | |
| 3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information. | |
| 4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. | |
| Technology Standards: | |
| 8.1.2.A.2 | Create a document using a word processing application. |
| 8.2.2.A.1 | Define products produced as a result of technology or of nature. |

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Unit Essential Questions:

How does making a text to self-connection help students engage with text?
How do students identify important ideas in a story?
How will visualizing help students understand a story?
How will students use new vocabulary in everyday life?
How will students make inferences to understand characters' feelings, motivations, and actions?
How do characters and plot help students understand a story?
How will students get ideas for writing?
How can students make their stories more interesting?
How can students edit their writing?
How do students read multisyllabic words?
How do students spell multisyllabic words?
Where do students divide multisyllabic words?
Does this word make the ar/or sound?

Unit Enduring Understandings:

Think of how the book relates to my life.
Look, listen, and respect the speaker, work quietly while others are writing.
Use personal connections to help me understand text.
Discuss the text in pairs and use questioning to probe thinking.
Refer to the story to support my thinking.
Connecting my mental images to the text will help me understand it.
Use background knowledge and what they know in the story to make connections to the characters feeling and actions.
Use new vocabulary in speaking, reading, and writing.
Think about, visualize, and discuss mentor texts to get ideas for writing.
Reread and think about what was written.
Reread to add details.
Reread to check for spelling, punctuation and capital letters, and correct sentence structure.
Dividing, reading, and spelling multisyllabic words.
Procedures for spelling words with more than one syllable.
Compound words
Suffixes ful, ment, ness, less, able, ish, ive, y, ly, ty
Prefixes mis, un, non, dis, trans
Vowel-consonant-e syllables
Two syllable words with closed and vowel-consonant-e syllables.
Form present and past tense correctly.

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| Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i> | Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i> |
|---|--|
| <ul style="list-style-type: none"> • Procedures for the reading and writing community • How to visualize and make pictures in their mind • Definitions of new vocabulary • How to make inferences • How to reflect on writing • How to add more to writing to make it more interesting • How to write fiction stories • How to divide, spell, and read multisyllabic words • Syllable division rules for dividing between closed syllables and compound words • Procedures for spelling words with more than one syllable • Addition syllable division rules for open syllables • Sounds of ar and or • Suffixes ful, ment, ness, less, able, ish, ive, y, ly, ty • Prefixes mis, un, non, dis, trans • How to combine r- controlled syllables with other syllable types | <ul style="list-style-type: none"> • Independent reading • Listen to and discuss stories • Make, draw and discuss mental images • Listen to one another • Turn to your partner • Define new vocabulary • Make inferences • Explore text structures such as characters and plot • Use examples of text in writing • Write independently about various narrative or made up topics • Reread to add details to writing • Share and confer on writing with a partner or the class and use feedback to improve writing pieces • Use complete sentences in writing • Use common and proper nouns • Use commas in a series • Choose writing topics • Write fiction stories in which something happens to a character • Reread writing and tell more about characters and what happens to them • Explore adjectives and descriptive language • Explore dialogue and use quotation marks in fiction writing • Use question marks and explanation points in writing |

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| | <ul style="list-style-type: none">• Use apostrophes in possessives• Confer with peers to improve writing pieces• Proofread, publish, and share writing pieces.• Divide, spell, and read multisyllabic words• Combine syllables to make multisyllabic |
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Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Check in class meeting
- Class discussions
- Student Response Book
- Guided reading conferencing and notes
- Writing conferences and notes
- Writing notebooks
- Daily 5 independent work
- Foundations mini lessons

Equipment Needed:

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, mentor texts, chart paper, leveled books, weekly text, vocabulary cards, writing paper, writing notebooks, student response book, Foundations composition books, anchor charts

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor text, Foundations materials

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Second grade Writing Benchmark
- IDR Conferencing and notes
- Student Response Book
- Teacher writing conference notes
- Guided Reading teacher notes
- Foundations unit tests

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Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story on an ipad using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Students may use Raz Kids or Tumble Books

Teacher Resources:

Technology Component (websites):

<https://www.collaborativeclassroom.org/>

www.razkids.com

www.tumblebooks.com

www.spellingcity.com

Ipad Apps

Resources:

<http://www.wilsonlanguage.com/pdf/CCSS%20Grades%20K%20-%20%203%20021513.pdf>

<http://www.corestandards.org/>

<https://www.collaborativeclassroom.org/>

<http://www.iste.org/standards/iste-standards/standards-for-students>

www.state.nj.us/education/sca

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| Teacher Notes: |
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| Curriculum Development Resources: |
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Click the links below to access additional resources used to design this unit:

<https://correlations.collaborativeclassroom.org/overview.php>

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Marking Period 3 Overview

Units Covered:

Making Meaning: Unit #5-Wondering- Fiction
Unit #6- Wondering- Fiction and Narrative Nonfiction
Unit #7-Wondering – Expository Nonfiction

Being A Writer: Unit #4 –Non Fiction
Unit #5-Letter Writing

Foundations: Unit #9, #10, #11, #12

Grade Level: 2

Recommended Pacing: Marking Period 3

Unit Summary:

During these units, students will use wondering to understand and compare fiction, narrative nonfiction, and expository nonfiction. They continue to make inferences and refer to the story to support their thinking. They consider the points of view of different characters and discuss a story's message. Students will describe how reasons support specific points that authors make, explore expository text features, visualize, make connections, and infer to help them make sense of what they read. During IDR, the students will use wondering to help them comprehend the stories they read independently.

In Writing, the students will explore and write nonfiction. They will learn that nonfiction authors write about subjects that interest them and they ask and answer questions and make careful observations. The students will write questions, facts, functional nonfiction, and expository nonfiction. Also, students will read, discuss, and write friendly letters, including to one another, the teachers, family members, and friends.

In Foundations, students will read and spell words with the three remaining vowel combinations. Students will continue to identify and practice words with vowel team sounds in more depth within a new syllable type, the double vowel syllable. This syllable contains a vowel diagraph or diphthong. Next, they will learn about homophones.

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NJCCSS:

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| RF.2.3.a | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| RF.2.3.b | Know spelling-sound correspondences for additional common vowel teams. |
| RF.2.3.c | Decode regularly spelled two-syllable words with long vowels. |
| RF.2.3.d | Decode words with common prefixes and suffixes. |
| RF.2.3.e | Identify words with inconsistent but common spelling-sound correspondences |
| RF.2.3.f | Recognize and read grade-appropriate irregularly spelled words. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.2.4.a | Read on-level text with purpose and understanding. |
| RF.2.4.b | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| RF.2.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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 multi-paragraph text as well as the focus of specific paragraphs within the text. |
| R.I.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.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.7 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| R.I.2.8 | Describe how reasons support specific points the author makes in a text. |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the |

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| | grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 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. |
| 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. |
| 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. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.2 | 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.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 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. |

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| 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. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.2.1.c | Use reflexive pronouns (e.g., myself, ourselves). |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2.2c | Use an apostrophe to form contractions and frequently occurring possessives. |
| L.2.2d | Generalize learned spelling patterns when writing words (e.g., cage _ badge; boy _ boil). |
| L.2.2e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 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). |

Speaking and Listening:

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

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| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| SL 2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

ISTE Standards:

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d 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.
3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

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| 8.1.2.A.2 | Create a document using a word processing application. |
| 8.2.2.A.1 | Define products produced as a result of technology or of nature. |

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Unit Essential Questions:

How will wondering help students understand stories?
How can predictions and inferences help students understand stories?
How can I use new vocabulary in my everyday life in their reading and writing community?
How will students identify what they learn from text?
How will students identify differences between fiction and nonfiction texts?
How will students use wondering to make sense of texts?
How will students informally explore text features of expository nonfiction?
How will students use nonfiction passages to write questions, observations, notes, facts, and other true information to write about topics?
How will students draft letters that consider the audience and purpose of their writing?
What is a double vowel syllable?
What is a homophone?
How will students identify vowel teams?

Unit Enduring Understandings:

Wondering is a strategy that good readers use to construct understanding.
Making predictions will encourage the reader to think about what has happened in the story so far and what their background knowledge tells them.
Use new vocabulary in writing, reading, and speaking.
Refer to a story to support thinking.
Compare fiction and nonfiction.
Identify features of nonfiction text.
By exploring nonfiction, we are able to write about subjects that interest us. Asking questions and careful observation allows us to write and build our thinking.
Explore letter writing including features such as writing and replying to letters, punctuation date, greetings and closing, and addressing envelopes.
Drafting friendly letters, proofreading, and writing final versions
Reflecting on and sharing writing.
The r controlled sounds (er, ir, ur) make the same sound.
Double vowel syllables
Vowel teams: ee, ea, ey, oi,oy

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| Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i> | Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i> |
|---|---|
| <ul style="list-style-type: none"> • Procedures for the reading and writing community • How to interact in a class meeting • How to visualize and make pictures in their mind • Definitions of new vocabulary • How to use wondering to understand text • How to make predictions • How to identify facts they learn from nonfiction text • Difference between fiction and nonfiction • Variety of nonfiction text features • How to write about what they learned from hearing and reading short passages • How to proofread for spelling punctuation, and capitalization • The parts of a friendly letter • How to draft and publish a friendly letter • The audience of the letter and its purpose • Correct punctuation in a friendly letter • How to proofread and publish final versions of a letter • R-controlled sounds: er, ir, ur • A vowel diagraph has two vowels together that repret one sound (ee) • A diphthong is a sound that begins with one vowel sound and glides into another (oi) • Homophones • How to identify vowel team: ee, ea, ey, oi,oy | <ul style="list-style-type: none"> • Independent reading • Listen and discuss stories • Listen to one another • Turn to your partner • Define and use new vocabulary • Make their own “I wonder” statements • Refer to the story to support thinking • Make predictions and infer • Listen to, read, write, and discuss fiction and nonfiction • Work with partners • Compare fiction and nonfiction • Identify what they learn from a nonfiction text • Explore feature of nonfiction books • Wonder and make personal connections about a text • Use wondering to help understand fiction and nonfiction • Read independently for up to 20 minutes • Contribute ideas that are different from other people’s ideas • Write observations, questions, facts, expository nonfiction, and functional nonfiction • Draw illustrations that correspond or add to their writing • Select drafts to publish, reread, edit, and add descriptive language • Confer with peers to improve writing pieces • Give feedback in a helpful way • Hear and discuss friendly letters |

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| | <ul style="list-style-type: none">• Write friendly letters• Use writing time responsibly• Generate ideas• Address envelopes• Reflect on writing• Read and spell r controlled sounds• Identify homophones• Identify vowel team: ee, ea, ey, oi,oy |
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Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Check in class meeting
- Class discussions
- Student Response Book
- Guided reading conferencing and notes
- Writing conferences and notes
- Writing notebooks
- Daily 5 independent work
- Foundations mini lessons

Equipment Needed:

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, mentor texts, chart paper, leveled books, weekly text, vocabulary cards, writing paper, writing notebooks, student response book, Foundations composition books, anchor charts

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor text, Foundations materials

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Second grade Writing Benchmark
- IDR Conferencing and notes
- Student Response Book
- Teacher writing conference notes
- Guided Reading teacher notes
- Foundations unit tests

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Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story on an Ipad using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Students may use Raz Kids or Tumble Books

Teacher Resources:

Technology Component (websites):

<https://www.collaborativeclassroom.org/>

www.razkids.com

www.tumblebooks.com

www.spellingcity.com

Ipad Apps

Resources:

<http://www.wilsonlanguage.com/pdf/CCSS%20Grades%20K%20-%203%20021513.pdf>

<http://www.corestandards.org/>

<https://www.collaborativeclassroom.org/>

<http://www.iste.org/standards/iste-standards/standards-for-students>

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www.state.nj.us/education/sca

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<https://correlations.collaborativeclassroom.org/overview.php>

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Marking Period 4 Overview

Units Covered:

Making Meaning: Unit #8-Using Text Features: Expository Nonfiction
Unit #9-Determining Important Ideas: Expository Nonfiction and Fiction
Unit #10-Revisiting the Reading Community

Being A Writer: Unit #6-Poems
Unit #7-Opinion
Unit #8-Revisiting the Writing Community

Foundations: Unit #13, #14, #15, #16, #17

Grade Level: 2

Recommended Pacing: Marking Period 4

Unit Summary:

During these units, the students read expository nonfiction including books, articles, and foundational texts, and use text features to locate key information in texts. They continue to think about what they learn and wonder as they answer questions to understand key details, identify main topics and purposes of text, and make text-to-text connections. Students will explore important ideas in expository nonfiction and fiction texts. They make inferences about what is important, reflecting both on the important ideas in nonfiction and on the important messages and lessons in fiction. They visualize, make text- to-self connections, describe how reasons support specific points in text, and describe the connections between series of events in texts. Last, students will reflect on the books they like and want to read. They answer questions to understand stories, and they think about the comprehension strategies they use to understand books. During IDR, the students read expository text independently and write about what they learn. They also continue to confer with the teacher about the books they are reading. Students will continue to practice self-monitoring, think about their summer reading, and continue to monitor comprehension strategies as they read independently.

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During writing, students will visualize, read, write, and discuss poems. They explore descriptive language in poetry and informally explore figurative language. Students also read and discuss examples of opinion writing. They write several opinion pieces, including a persuasive letter to a parent or guardian that states and supports an opinion. They explore identifying an audience and purpose for their writing, clearly stating an opinion, supporting that opinion with reasons, using linking words to connect reasons to opinions, and writing effective opening and closing sentences that state their opinions. Students will reflect on what they enjoyed about writing this year and on their growth as writers and members of the writing community. They think about the writing they might do this summer and learn more about the writing habits of professional learners.

In Foundations, students work on specific vowel teams. They will learn how to read and spell words with the four new spellings of the vowel ‘u’. Next, students will learn two new double vowel combinations and the last of the six syllable types, the consonant –le syllable. Last, students will review all of the six syllable types.

NJCCSS:

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| RF.2.3.a | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| RF.2.3.b | Know spelling-sound correspondences for additional common vowel teams. |
| RF.2.3.c | Decode regularly spelled two-syllable words with long vowels. |
| RF.2.3.d | Decode words with common prefixes and suffixes. |
| RF.2.3.e | Identify words with inconsistent but common spelling-sound correspondences |
| RF.2.3.f | Recognize and read grade-appropriate irregularly spelled words. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.2.4.a | Read on-level text with purpose and understanding. |
| RF.2.4.b | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| RF.2.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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. |

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| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| R.I.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.2.5 | 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 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| R.I.2.8 | Describe how reasons support specific points the author makes in a text. |
| R.I.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 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. |
| 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. |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.2 | 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 by revising and editing. |

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| 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. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.2.1.e | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2.2d | Generalize learned spelling patterns when writing words (e.g., cage _ badge; boy _ boil). |
| L.2.2e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 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). |

Speaking and Listening:

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

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| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| SL 2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

ISTE Standards:

1.a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d 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.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

| | |
|-----------|--|
| 8.1.2.A.2 | Create a document using a word processing application. |
| 8.2.2.A.1 | Define products produced as a result of technology or of nature. |

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Unit Essential Questions:

How will students explore text features of expository texts?
How will students identify what they learn from a text?
How will students use schema to make sense of nonfiction?
How will students explore text features in articles and functional texts and identify what they learn from them?
How will students explore important ideas in texts?
How will students use inference informally to think about what is important in text?
How will students read independently?
How will students develop group skills of giving reasons to support their thinking and sharing with their partner in a fair way?
How will students hear, visualize, read, and discuss poetry?
How will students write to support their opinions?
How will students generate word lists and writing ideas?
How will students explore interesting and descriptive words in poems?
How can students use new vocabulary in their everyday reading and writing life?
How will students answer questions to understand stories?
How will students reflect on books and stories they like and want to read?
How will students read independently?
How will students think about the comprehension strategies they use to understand books?
How will students develop the group skills of giving reasons to support their thinking and sharing their partner time in a fair way?
What did students like about writing time this year?

Unit Enduring Understandings:

Think of how the book relates to my life.
Read expository text and identify features such as table of contents, indexes, headings, photos, labels, text boxes, bold and italicized words.
Think, pair, share or turn and talk to identify and discuss story features.
Use what you know about a topic to better understand nonfiction text.
Use new vocabulary in speaking, reading, and writing.
Reread articles and use think, pair, share to discuss important ideas.
Read nonfiction text independently for up to 20 minutes.
Infer with partner about important ideas in article.
Listen to poems read aloud and discuss.
Visualize while hearing poem read aloud.
Opinion writing
Generate word lists using ideas from read alouds.
Discuss descriptive works after listening to read alouds.
Review “reading comprehension strategies” chart.
Reflect on growth as writers.
Learn about habits of professional writers.
Read and spell with vowel teams: oa, oe, ow, ou
Suffixes
Sounds of au and aw
Consonant –le syllable

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How did they grow as writers?

How will students write over the summer?

How will students read and spell with vowel teams: oa, oe, ow, ou?

How will students read and spell with the /u/ sound of oo, ou, ue, and ew?

How will students identify the double vowel combination au and aw?

How will students read and spell words with consonant –le syllable?

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| Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i> | Unit Learning Targets Include (BAW, MM, ZB, F) <i>Students will do...</i> |
|---|---|
| <ul style="list-style-type: none"> ● how to interact in a class meeting ● procedures for the reading and writing community ● definitions and use of new vocabulary ● how to use schema to make sense of nonfiction ● facts through exploring text features ● how to find important ideas in text ● how to infer informally ● how to read articles independently ● how to share with their partner in a fair way ● how to hear, visualize, read, and discuss poems ● how to generate word lists and write ideas ● how to write poems ● how to answer questions to understand stories ● how to reflect on books and stories ● how to write persuasively for an identified purpose and audience ● how to write reasons to support their opinions and use linking words to connect reasons to opinions ● how to think about comprehension strategies ● how to read independently ● how to analyze the effect of their behavior on others ● how to develop group skills of giving reasons to support their answers ● how to participate in a class meeting ● what they liked about writing this year ● how they grew as writers this year | <ul style="list-style-type: none"> ● identify what they learn from a text ● read independently for up to 20 minutes ● explore text features ● make connections ● share their thinking ● analyze and discuss the ways they have been interacting ● participate in a class meeting ● define and use new vocabulary ● work with partners ● explore important ideas in text ● infer with a partner ● read an article independently for at least 20 minutes ● listen respectfully to poems ● write word lists ● discuss descriptive words in poems ● write poems ● think, pair, share ● write opinion pieces ● write persuasively for an identified purpose and audience ● write opening and closing sentences that express their opinions ● write reasons to support their opinions and use linking words to connect reasons to opinions ● confer about their opinion pieces ● review “reading comprehension strategies” chart ● practice self-monitoring ● participate and reflect on class meeting |

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- the habits of professional authors
- how to write letters to next year's class
- how to build on one another's thinking
- how to express themselves in and appreciate each other's writing
- how to read and spell with vowel teams: oa, oe, ow, ou
- how to add the proper suffix to the end of a word
- how to read and spell with the /u/ sound of oo, ou, ue, and ew
- how to read and spell with double vowel combinations au and aw
- how to read and spell with consonant –le syllable

- draw and write in IDR Journals
- write about what they liked in writing
- reflect on growth as writers
- learn about habits of professional authors
- plan summer writing
- read and spell with vowel teams: oa, oe, ow, ou
- read and spell with the /u/ sound of oo, ou, ue, and ew
- read and spell with double vowel combinations au and aw
- read and spell with consonant –le syllable

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Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Check in class meeting
- Class discussions
- Student Response Book
- Guided reading conferencing and notes
- Writing conferences and notes
- Writing notebooks
- Daily 5 independent work
- Foundations mini lessons

Equipment Needed:

Making Meaning TE, Making Meaning Vocabulary TE, Being a Writer TE, mentor texts, chart paper, leveled books, weekly text, vocabulary cards, writing paper, writing notebooks, student response book, Foundations composition books, anchor charts

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor text, Foundations materials

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Fall Writing Benchmark
- IDR Conferencing and notes
- Student Response Book
- Teacher writing conference notes
- Guided Reading teacher notes
- Foundations unit tests

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Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story on an Ipad using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Students may use Raz Kids or Tumble Books

Teacher Resources:

Technology Component (websites):

<https://www.collaborativeclassroom.org/>

www.razkids.com

www.tumblebooks.com

www.spellingcity.com

Ipad Apps

Resources:

<http://www.wilsonlanguage.com/pdf/CCSS%20Grades%20K%20-%203%20021513.pdf>

<http://www.corestandards.org/>

<https://www.collaborativeclassroom.org/>

<http://www.iste.org/standards/iste-standards/standards-for-students>

www.state.nj.us/education/sca

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Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<https://correlations.collaborativeclassroom.org/overview.php>