ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum
Grade 2

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.

- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.

- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.

- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.

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Educational Technology
Indicators: 8.1.2.A.1, 8.1.2.A.2, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1
- Identify the basic features of a digital device and explain its purpose   - Create a document using a word processing application.   - 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.   - Develop an understanding of ownership of print and nonprint information.   - Use digital tools and online resources to explore a problem or issue.

Career Ready Practices
Indicators: CRPI, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12
- Act as a responsible and contributing citizen and employee.   - Communicate clearly and effectively and with reason.   - Demonstrate creativity and innovation.   - Employ valid and reliable research strategies   - Use critical thinking to make sense of problems and persevere in solving them.   - Use technology to enhance productivity.   - Work productively in teams while using cultural global competence

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21st Century Life and Careers

Progress Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.1.4.A.1, 9.1.4.F.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

NJSLS Progress Indicators

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.4., W. 2.1, W.2.2, W.2.3, W.2.5. W.2.6, W.2.7, W.2.8, SL.2.1, SL2.2, SL.2.3, SL.2.4., SL.2.5., SL.2.6. , L.2.1., L.2.2., L.2.3, L.2.4., L.2.5., L.2.6

Literature

Enduring Understandings	Essential Questions
- Reading is a lifelong skill that enhances learning and provides enjoyment. - Literature is a tool that expands our understanding of the world. - Reading serves different purposes. - Reading includes active listening and independent application	- Why do we read? - How does a student learn to read? - How does understanding the structure of a genre help us to better comprehend what we read? - Why is it important to think while you read?

of skills. ● Fiction follows a predictable structure that helps in comprehending what is read.	● How does understanding the structure of a genre help us to better comprehend what we read? ● What are the elements of a good story?

Knowledge of Skills

Students will be able to:
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- Describe how characters in a story respond to major events and challenges using key details.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 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.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Informational Text

Enduring Understandings	Essential Questions
● Reading is a lifelong skill that enhances learning and provides enjoyment. ● Reading informational text expands our understanding of the world and its people. ● Reading serves different purposes. ● Reading includes active listening and independent application of skills.	● Why do we read informational texts? ● How does reading informational text help us understand our world? ● How does understanding the structure of a genre help us to better comprehend what we read? ● Why is it important to think while you read?

● Informational texts have specific features that aid in understanding	

Knowledge and Skills

Students will be able to:
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- 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

Enduring Understandings	Essential Questions
● Reading with accuracy and fluency aids in comprehension. ● Effective readers monitor their understanding of text by adjusting their strategies. ● Good readers use strategies to help them make sense of what they are reading. They read accurately, smoothly and with expression to help them understand text. ● Literature has special elements that help readers to better understand and enjoy the story (setting, character, plot, conflict, theme, point of view) ● Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.	● How do we learn to read? ● How do we figure out a word we do not recognize? ● How does fluency affect reading comprehension?

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Knowledge and Skills

Students will be able to:
- **Know and apply grade-level phonics and word analysis skills in decoding words.**
  - Know spelling-sound correspondences for common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.
- **Read with sufficient accuracy and fluency to support comprehension.**
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Enduring Understandings	Essential Questions
- Writing is a process used to communicate wants, needs, ideas, and knowledge. - Writers get their ideas for their writing from personal experiences and from the world around them. - Opinion writing is a means to express ideas of importance and provide convincing evidence. - Writing is a means to help others understand and learn - Writing is a means to share stories based on personal experiences	- How do I use writing to communicate my opinions and convince others? - How do I organize my writing in order to teach others? - What are the stories that I can draw, tell, or write?

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Knowledge and Skills

Students will be able to:

- Write **opinion** pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- Write **informative/explanatory** texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- 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.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through **self-reflection, revising and editing.**
- With guidance and support from adults, use a variety of **digital tools** to produce and publish writing, including in collaboration with peers.
- 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).
- Recall information from experiences or **gather information** from provided sources to answer a question.

Speaking and Listening

Enduring Understandings	Essential Questions
- There is a structure that governs language, which allows us to communicate our message clearly. - Active listening helps us to navigate and understand our world. - Speakers question and share during a discussion to explore ideas and clarify thinking. - Good listeners focus to make sense of the message they hear so they can respond appropriately/	- Why is being an active listener important? - How do we speak so that others understand our message?
Knowledge and Skills	

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Students will be able to:

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    - 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).
    - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
    - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Enduring Understandings	Essential Questions
● Command of the English language is important when speaking and writing. ● Rules and conventions help readers and writers understand what is being communicated.	● How do the rules of language affect communication? ● How does having command of the English language affect of daily lives?
Knowledge and Skills	

Students will be able to:

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- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use collective nouns (e.g., group).
  - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - Use reflexive pronouns (e.g., myself, ourselves).
  - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
  - Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - Produce, expand, and rearrange complete simple and compound sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize holidays, product names, and geographic names.
  - Use commas in greetings and closings of letters.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Compare formal and informal uses of English. Vocabulary Acquisition and Use
- 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.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
  - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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).

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Assessments	Resources
Journeys Grab-and-Go! Resources: Standards-based supports organized by lesson, including: - Weekly Tests and Answer Keys - Unit and Benchmark Assessments - Running Records - Teacher Observation (whole class instruction and/or discussion) Small-group instruction - Textbook Worksheets - Reader's/Writer's Workshop/Centers - Guided Reading - Rubrics - Quizzes - Journals - Projects - Portfolio - Exit Slips - Do-Nows - Graphic Organizers - Research - Homework/Classwork - Anecdotal Notes - Student Conferencing (student-student and student-teacher) - Peer Assessment - Self-Assessment - Computer-Based Assessments: - Raz Kids	**Textbook: Houghton Mifflin Harcourt: *Journeys* ©2017** - Teacher Edition and Teacher ebook - Leveled Readers/Lesson Plans - Audio Hub - Big Books - Biliteracy/Spanish Resources - Blend-It Books - Close Reader - Combination Classroom Planning Guide - Common Core ELA Exemplar Resource - Decodable Readers - Focus Walls - Grab-and-Go! Resources - HMH in the News - Instructional Cards - Interactive Whiteboard Lessons - iRead Videos - Literacy and Language Guide - Parent Resource - Projectables - Quick Start Pacing Guide - Reader's Notebook - Trade Books - Video Hub - Writing Handbook - Anchor Charts - Units of Study in Opinion, Information, and Narrative Writing, Grade 2 (Calkins) - Raz Kids

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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	**ENRICHMENT**	
- Menu Activities - Extra time for assigned tasks - Multi-sensory approach to instruction, assignments, and activities - Adjust length of assignment - Multiple response strategies - Repeat, clarify, or reword directions - Small group instruction - Read directions aloud - Consistent routine - Mini-breaks between tasks - Provide warning for transitions - Frequent feedback - Modify/Diversify resources (ex: Newsela) - Modify level of learning tasks	- Frequent feedback - Modify/Diversify resources (ex: Newsela) - Modify level of learning tasks - Menu activities - Adjust length of assignment - Extension activities - High-level thinking and analysis questions and discussions - Independent student options - Advanced vocabulary opportunities	- Scholastic Magazine - The *Journeys* reading program integrates cross-curricular connections in the following domains: **math, the arts, civics, community life, cultures, Earth science, health and safety, life science, recreation and travel, social relationships, and values.** - Research performance tasks