

**ELA Curriculum
Alpha Public School**

Grade: 2nd

June 2019

Reading

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Reading Literature Text									
Key Ideas and Details									
RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Scholastic News Social Studies Science	What do I need to think about before, during, and after I read to understand the text? What strategies can I use to help me understand key details in a text? How can I show that I understand key details?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Summarize with peer Chunk instruction Multi-sensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	Mentor Texts Anchor Charts Question Cubes Story Maps/ Graphic Organizers Classroom	Teacher Observation Student Participation Comprehension check Story Maps/ Graphic Organizers	2 weeks	Scholastic News Social Studies Science	How do events in the story contribute to the central message? What central message or moral is the author trying to convey?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Summarize with peer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

	Library Literacy Work stations Leveled Readers							Chunk instruction Multi-sensory approach	CRP.12- Work productively in teams while using cultural global competence
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	Mentor Texts Anchor Charts Question Cubes Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Scholastic News Social Studies Science	How do the major/minor characters respond to the important challenges in the story? What effect do the events in the story have on the characters? What events could the characters have responded to differently? How did the character react to the event and what does this reaction reveal about the character?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Summarize with peer Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)	Mentor Texts Anchor Charts	Teacher Observation Student	2 weeks	Scholastic News Social Studies	How does the author's choice of words affect the meaning of	Comprehension assessment DRA/Running	Epic Starfall	Reread text or provide text in a	CRP.4- Communicate clearly and effectively and with reason

supply rhythm and meaning in a story, poem, or song.	Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Participation Comprehension check Story Webs/ Graphic Organizers		Science	the text? How does word choice impact the overall meaning of the text? Why does the author repeat words and phrases and what impact does this have on the text?	Records	ABCya ReadWorks	digital format Chunk instruction Multi-senory Approach	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Anchor Charts Question Cubes Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Scholastic News Social Studies Science	How does the text structure help me understand the text? Why does the structure of the text matter? Why is the order of a story so important? How do the parts of a story build from beginning to end?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-senory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	3 weeks	Scholastic News Social Studies Science	How do we identify the point of view of characters in the text? How can I distinguish between characters' voices when reading aloud?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sen	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

	stations Leveled Readers				How does dialogue help us understand how the character is feeling?			ory Approach Model nuances of different verbs	CRP.12- Work productively in teams while using cultural global competence
Integration of Knowledge and Ideas									
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers ReadWorks Epic Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Scholastic News Social Studies Science	What can illustrations tell me about story elements? How can I explain characters, setting, and plot based on illustrations and words in print? How did the character evolve throughout the story based on the words and illustrations in the text?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Multi-sensory approach Chunk instruction	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Scholastic News Social Studies	How can you compare and contrast characters in similar stories? What is the difference in the author's interpretation of the stories? What would have happened	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Multi-sensory approach Chunk instruction	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams

	Leveled Readers				in the story if the cultural setting were different?				while using cultural global competence
Range of Reading and Level of Text Complexity									
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	ongoing	Scholastic News Social Studies Science	What are some strategies to help me read fluently and understand what I am reading? How do readers adapt when text becomes more complex?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Informational Text									
Key Ideas and Details									
RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Scholastic News Social Studies Science	What strategies can I use to help me understand key details in a text? How can I show that I understand key details?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Summarize with peer Chunk instruction	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural

								Multi-sensory approach	global competence
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Scholastic News Social Studies Science	What is the main focus of the paragraph? What additional details does the author give us in this paragraph that helps us understand the main topic?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Mentor Texts Anchor Charts Question Cubes Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Scholastic News Social Studies Science	How can I use the events, ideas, or steps to create connections to better understand informational text?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Provide timeline Highlight signal words (first, next, last, etc.)	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Mentor Texts Anchor Charts Graphic Organizers	Teacher Observation Student Participation Comprehension	2 weeks	Scholastic News Social Studies Science	How does word choice impact the overall meaning of the text?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Visual Aids Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Graphic Organizers</p>	<p>2 weeks</p>	<p>Scholastic News Social Studies Science</p>	<p>How do the pictures, illustrations, and words of a text work together to help me understand it?</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic Starfall ABCya ReadWorks</p>	<p>Chunking Visual Aids Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	<p>Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Graphic Organizers</p>	<p>2 weeks</p>	<p>Scholastic News Social Studies Science</p>	<p>What evidence did the author use to support his purpose?</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic Starfall ABCya ReadWorks</p>	<p>Chunking Visual Aids Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Graphic Organizers</p>	<p>2 weeks</p>	<p>Scholastic News Social Studies Science</p>	<p>What are the differences and similarities of the key points of the two texts?</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic Starfall ABCya ReadWorks</p>	<p>Chunking Visual Aids Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams</p>

									while using cultural global competence
Range of Reading and Level of Text Complexity									
RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	ongoing	Scholastic News Social Studies Science	What are some strategies to help me read fluently and understand what I am reading? How do readers adapt when text becomes more complex?	Comprehension assessment DRA/Running Records	Epic Starfall ABCya ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Foundational Skills									
Phonics and Word Recognition									
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	Fundations Word Walls Anchor Charts Mentor Texts Magnet Boards Classroom Library Literacy Work stations	Teacher observation Student participation Student whiteboards (communicators)	ongoing	Scholastic News	How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Song Multi-sensory Approach Highlighting Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

	Leveled Readers								
A. Know spelling-sound correspondences for common vowel teams.	<p>Fundations</p> <p>Word Walls</p> <p>Anchor Charts</p> <p>Mentor Texts</p> <p>Magnet Boards</p> <p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Student whiteboards (communicators)</p>	ongoing	Scholastic News	<p>How does the understanding of spoken words, syllables, and sounds support my ability to read?</p> <p>How do prefixes and suffixes change the meaning of a root word?</p>	<p>Unit Assessment</p> <p>DRA/Running Records</p>	<p>IXL</p> <p>ABCya</p> <p>Starfall</p> <p>Epic</p> <p>ReadWorks</p>	<p>Song</p> <p>Multi-sensory Approach</p> <p>Highlighting</p> <p>Personal Word Notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
B. Decode regularly spelled two-syllable words with long vowels.	<p>Fundations</p> <p>Word Walls</p> <p>Anchor Charts</p> <p>Mentor Texts</p> <p>Magnet Boards</p> <p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Student whiteboards (communicators)</p>	ongoing	Scholastic News	<p>How does the understanding of spoken words, syllables, and sounds support my ability to read?</p> <p>How do prefixes and suffixes change the meaning of a root word?</p>	<p>Unit Assessment</p> <p>DRA/Running Records</p>	<p>IXL</p> <p>ABCya</p> <p>Starfall</p> <p>Epic</p> <p>ReadWorks</p>	<p>Song</p> <p>Multi-sensory Approach</p> <p>Highlighting</p> <p>Personal Word Notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
C. Decode words with common prefixes and suffixes.	<p>Fundations</p> <p>Word Walls</p>	<p>Teacher observation</p> <p>Student</p>	ongoing	Scholastic News	<p>How does the understanding of spoken</p>	<p>Unit Assessment</p> <p>DRA/Running</p>	<p>IXL</p> <p>ABCya</p>	<p>Song</p> <p>Multi-sen</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p>

	Anchor Charts Mentor Texts Magnet Boards Classroom Library Literacy Work stations Leveled Readers	participation Student whiteboards (communicators)			words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word?	Records	Starfall Epic ReadWorks	sory Approach Highlight ling Personal Word Notebook	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Identify words with inconsistent but common spelling-sound correspondences.	Foundations Word Walls Anchor Charts Mentor Texts Magnet Boards Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation Student whiteboards (communicators)	ongoing	Scholastic News	How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Song Multi-sensory Approach Highlight ling Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Recognize and read grade-appropriate irregularly spelled words.	Foundations Word Walls Anchor Charts Mentor Texts Magnet Boards Classroom Library	Teacher observation Student participation Student whiteboards (communicators)	ongoing	Scholastic News	How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Song Multi-sensory Approach Highlight ling Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

	Literacy Work stations Leveled Readers				meaning of a root word?				productively in teams while using cultural global competence
Fluency									
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a word?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Read grade-level text with purpose and understanding.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a word?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Read grade-level text orally with accuracy, appropriate rate, and expression.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

					words to confirm, self-correct or understand a word?		ReadWorks		CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a word?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Writing

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Text Types and Purposes									
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	8 weeks	Science Social Studies	How do I write to produce and support the creation of an opinion? How do writers organize their opinion writing so that the opinion and	Writing Samples	Google Docs	Modified rubric Teacher provided model Google voice type Scripted sentence stem	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

(e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	Graphic Organizers				supporting reasons are connected? How do writers provide closure in opinion pieces?			Use of color/highlighting Teacher assistance with editing	CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How can I use facts to write an informational piece? How do writers share information in an organized way? How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly?	Writing Samples	Google Docs	Modified rubric Teacher provided model Google voice type Scripted sentence stem Use of color/highlighting Teacher assistance with editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How do writers share personal experiences through writing? How do details enhance the characters and the actions of a story? How can transition words help to smoothly move a story along? How can I use	Writing Samples	Google Docs	Modified rubric Teacher provided model Google voice type Scripted sentence stem Use of color/highlighting Teacher assistance with editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

					temporal words to signal event order and transition from one event to another?				productively in teams while using cultural global competence
Production and Distribution of Writing									
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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Editing checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How can answering questions from others help improve my writing? How can I use the writing process to focus and strengthen my writing?	Writing Samples	Google Docs	Modified rubric Teacher provided model Google voice type Scripted sentence stem Use of color/highlighting Teacher assistance with editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate? How can the addition of digital tools help me produce and	Writing Samples	Google Docs	Modified rubric Teacher provided model Google voice type Scripted sentence stem Use of color/highlighting Teacher assistance with editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in

					publish focused writing?				teams while using cultural global competence
Research to Build and Present Knowledge									
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	1 week	Scholastic News Science Social Studies	How can I work with a team in order to conduct research and write a report?	Writing Samples	Shared Google Docs Shared Google Slides	Reread text or provide text in a digital format Modified rubric Teacher provided model Google voice type Scripted sentence stem Use of color/highlighting Teacher assistance with editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	4 weeks	Scholastic News Science Social Studies	How do authors and illustrators share information they've learned with others? How do I use a source to find an answer to my question? How can I use information and my experiences to help me answer a question?	Writing Samples	Google Docs	Modified rubric Teacher provided model Google voice type Scripted sentence stem Use of color/highlighting Teacher assistance with editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using

									cultural global competence
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Speaking and Listening

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Comprehension and Collaboration									
SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	When is an appropriate time to ask or answer questions? How can I add to a conversation? What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and listen effectively? How can I use complete sentences to ask and answer questions?	Anecdotal records/checklist	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	When is an appropriate time to ask or answer questions? How can I add to a conversation?	Anecdotal records/checklist	Google Docs Learn 360 Epic ReadWorks	Teacher selected groupings Graphic organizer Multi-sensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6-

others with care, speaking one at a time about the topics and texts under discussion).					<p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>		Videos	<p>Checklist</p> <p>Visual cue for next speaker</p>	<p>Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	Ongoing	All Subjects	<p>When is an appropriate time to ask or answer questions?</p> <p>How can I add to a conversation?</p> <p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>	Anecdotal records/checklist	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher selected groupings</p> <p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
C. Ask for clarification and further explanation as needed about the	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	Ongoing	All Subjects	<p>When is an appropriate time to ask or answer questions?</p>	Anecdotal records/checklist	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p>	<p>Teacher selected groupings</p> <p>Graphic organizer</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p>

topics and texts under discussion.					<p>How can I add to a conversation?</p> <p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>		<p>ReadWorks</p> <p>Videos</p>	<p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p>	<p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All Subjects	<p>How do I recount and describe information presented orally or through media using questions and answers in order to get additional information that will deepen my understanding?</p> <p>Why is it important to recall and describe key details and ideas from a text?</p>	<p>Anecdotal Records/Checklist</p> <p>Comprehension check</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher selected groupings</p> <p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All Subjects	<p>Why is it important to formulate questions and answers about what someone says in order to</p>	<p>Anecdotal Records/Checklist</p> <p>Comprehension check</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p>	<p>Teacher selected groupings</p> <p>Graphic organizer</p> <p>Multi-sensory approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6-</p>

information, or deepen understanding of a topic or issue.		Graphic organizer			clarify understanding of a topic or issue. How can we deepen understanding of a topic by asking relevant questions.		Videos	Checklist Visual cue for next speaker	Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Presentation of Knowledge and Ideas									
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	What is my role in communication (as a listener, speaker, thinker)? How do sources of information affect the communication process? Why do I adapt my communication to different purposes and audiences?	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas,	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can visuals enhance a presentation? How can drawing and objects provide additional details about our topic?	Anecdotal Records/Checklist Comprehension check	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic organizer Multi-sensory approach Checklist	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

thoughts, and feelings.					How can I use audio recordings and visual displays to make my presentation more engaging for the audience?			Visual cue for next speaker	innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can I express my ideas clearly? Why do I need to speak in complete sentences? How can I use complete sentences to ask and answer questions?	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Language

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Conventions of Standard English									
L.2.1.	Mentor Texts	Teacher	Ongoing	All subjects	Why is grammar	Writing samples	Google Docs	Graphic organizer	CRP.4-

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Anchor Charts Fundations</p>	<p>observation Student participation Rubric</p>			<p>important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives and adverbs to add details to be more specific in my writing? Why is it important to vary the sentence structure in my writing?</p>	<p>IXL Fundations</p>	<p>IXL</p>	<p>Multi-sensory approach Checklist Visual cue for next speaker Teacher/peer modeling</p>	<p>Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. Use collective nouns (e.g., <i>group</i>).</p>	<p>Mentor Texts Anchor Charts Fundations</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use</p>	<p>Writing samples IXL Fundations</p>	<p>Google Docs IXL</p>	<p>Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker Teacher/peer modeling</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global</p>

					<p>adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>				competence
<p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Fundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Fundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p> <p>Teacher/peer modeling</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Fundations</p>	<p>Teacher observation</p> <p>Student participation</p>	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a</p>	<p>Writing samples</p> <p>IXL</p> <p>Fundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p>

		Rubric			<p>noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>			<p>Visual cue for next speaker</p> <p>Teacher/peer modeling</p>	<p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p> <p>Teacher/peer modeling</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					Why is it important to vary the sentence structure in my writing?				
E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives and adverbs to add details to be more specific in my writing? Why is it important to vary the sentence structure in my writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker Teacher/peer modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was</i>	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker Teacher/peer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

<i>watched by the little boy).</i>					<p>appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>			modeling	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p> <p>Teacher/peer modeling/editing</p> <p>Sentence frame</p> <p>Editing checklist</p> <p>Personal word notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
A.Capitalize holidays, product names, and geographic names.	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why are conventions important when writing?</p> <p>How does using appropriate</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6-</p>

					capitalization, punctuation, and spelling help my writing?			Visual cue for next speaker Teacher/peer modeling/editing Sentence frame Editing checklist Personal word notebook	Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use commas in greetings and closings of letters.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker Teacher/peer modeling/editing Sentence frame Editing checklist Personal word notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use an apostrophe to form contractions and frequently occurring possessives.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Checklist Visual cue for next speaker Teacher/peer modeling/editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable

								<p>Sentence frame</p> <p>Editing checklist</p> <p>Personal word notebook</p>	<p>research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p> <p>Teacher/peer modeling/editing</p> <p>Sentence frame</p> <p>Editing checklist</p> <p>Personal word notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Checklist</p> <p>Visual cue for next speaker</p> <p>Teacher/peer modeling/editing</p> <p>Sentence frame</p> <p>Editing checklist</p> <p>Personal word notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using</p>

<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>Mentor Texts Anchor Charts Foundations</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer? How does the meaning of a root word change by adding a prefix or suffix? What sources can help me determine the meaning of unknown words?</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs IXL</p>	<p>Graphic organizer Multi-sensory approach Teacher/peer modeling Personal word notebook Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Mentor Texts Anchor Charts Foundations</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer? How does the meaning of a root word change by adding a prefix or suffix? What sources can</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs IXL</p>	<p>Graphic organizer Multi-sensory approach Teacher/peer modeling Personal word notebook Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>

					help me determine the meaning of unknown words?				
B.Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer? How does the meaning of a root word change by adding a prefix or suffix? What sources can help me determine the meaning of unknown words?	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Teacher/peer modeling Personal word notebook Visual aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer?	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Teacher/peer modeling Personal word notebook Visual aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research

					<p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>				<p>strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Teacher/peer modeling</p> <p>Personal word notebook</p> <p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p>	Ongoing	All subjects	<p>What strategies can help me determine the meaning of unknown words?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Teacher/peer</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p>

meaning of words and phrases.		Rubric			<p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>			<p>modeling</p> <p>Personal word notebook</p> <p>Visual aids</p>	<p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>How do the meanings of words help me sort them into like groups?</p> <p>How do I identify real life connections between words and their use?</p> <p>How do I distinguish shades of meaning among closely related verbs,</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p> <p>Teacher/peer modeling</p> <p>Personal word notebook</p> <p>Visual Aid</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
A. Identify real-life connections between words and their use	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p>	Ongoing	All subjects	<p>How do the meanings of words help me sort them into like groups?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic organizer</p> <p>Multi-sensory approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p>

(e.g., <i>describe foods that are spicy or juicy</i>).		Rubric			How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs,			Teacher/peer modeling Personal word notebook Visual Aid	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs,	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Teacher/peer modeling Personal word notebook Visual Aid	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.,	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use?	Writing samples IXL Foundations	Google Docs IXL	Graphic organizer Multi-sensory approach Teacher/peer modeling Personal word notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

<i>When other kids are happy that makes me happy).</i>					How do I distinguish shades of meaning among closely related verbs,			Visual Aid	CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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