Course Title: Language Arts

Subject: Language Arts Literacy

Grade Level: 2

Duration: Full Year

Prerequisite: N/A

Elective or Required:

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

The second grade language arts curriculum prepares students to achieve their maximum potential in language arts literacy through exposure to quality children’s literature in a wide variety of genres from which grade-appropriate strategies and skills are specifically taught.

Author: Megan Connolly

Date Submitted: Summer 2015
Second Grade Language Arts

Unit 1: Friends and Family
The Big Idea: How do families and friends learn, grow and help one another?

Approximate # Of Weeks: 5 weeks plus one for review and assessment

Essential Questions:
- How do friends depend on each other?
- How are families around the world the same and different?
- How can a pet be an important friend?
- How do we care for animals?
- What happens when families work together?

Upon completion of this unit students will be able to:
- Know and apply grade-level phonics and word analysis in decoding words (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Identify main idea and supporting details in a passage (RI.2.1, RI.2.2, RI.2.6, RL.2.1)
- Demonstrate comprehension through the retelling of a story to include characterization, setting, and events (RI.2.10, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10)
- Compare and Contrast (RI.2.3, RI.2.9, RL.2.9)
- Understand various text features (RI.2.5, RI.2.7)
- Identify author’s purpose (RI.2.8)
- Communicate effectively both orally and in print (W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6)
- Acquire and use grade level vocabulary appropriately (RI.2.4, RL.2.4, L.2.4, L.2.5, L.2.6)

Interdisciplinary Standards (njcccs.org)

- Social Studies
  - 6.1.D - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
  - 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.18 - Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Science
5.3.2.B.1 - Describe the requirements for the care of plants and animals related to meeting their energy needs.
5.3.2.B.2 - Compare how different animals obtain food and water
5.3.2.C.1 - Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.

Activities – include 21st Century Technologies:

Word Work:
- Vocabulary: introduce words, discuss meanings and play games with emphasis on root words and inflected verbs (21st Century Tech)
- Dictionary Skills – ABC order and word meanings
- Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)
  - Week 1: Short /a/ a, /æ/ i
  - Week 2: Short /e/ e, /o/ o, /u/ u
  - Week 3: Two-letter blends
  - Week 4: Short /a/ a, Long /ā/ a_e
  - Week 5: Short /i/ i, Long /ī/ i_e

Comprehension Skills:
- Building theme comprehension through the discussion of prior knowledge
- Understand key characteristics of various genres of writing
  - Week 1: Literature - Fantasy Stories
  - Week 2: Literature - Realistic Fiction
  - Week 3: Literature - Fiction
  - Week 4: Informational Text – Narrative Nonfiction
  - Week 5: Informational Text – Expository Text
- Write to thematic picture prompt
- Read selection (whole group) and generate questions
• Visualize important story details
• Discuss character, setting, & events
• Use main idea & details to summarize
• Make and confirm predictions
• Ask and answer questions
• Read with proper expression, intonation, & phrasing

• Grammar Skills:
  o Recognize types of sentences (statements, commands, & exclamations)
  o Identify subjects and predicates
  o Combine sentences

• Center Activities: provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)

Writing Assignments:
• Student journal entries
• Write to thematic picture prompt
• Write a friendly letter (Back-to-School Night parent letter)
• Personal narrative (Summer vacation)
• Cloze activities
• Handwriting practice (e.g. poetry journals)

Enrichment Activities:
• Adjust requirements for completion of center activities (e.g. increase quantity of required responses)
• Level of Guided Reading Materials
• Higher leveled reading activities in small group instruction

Methods of Assessments/Evaluation:
• Thumbs Up/Thumbs Down
• 3*2*1
• Dry Erase
• Unit Tests
• Reader Response
• Think/Pair/Share
• Anecdotal Notes
• DRA/Running Records
• Weekly Assessments
• Writing Samples
• Discussions
• Homework
• Classwork
• Whiteboards
• Journals
• Exit Slips
• Observations
• Center Activities
• Open Ended Questions
• Word Awareness Writing Activity
• San Diego Quick Assessment
• Revisit Essential Questions

Resources:  Text, Literature (RL), Informational (RI)
• Wonders: CCSS Reading/Language Arts Program, The Mc Graw-Hill Companies, 2014
• The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013

Online Resources:
• Teacher webpage
• Language Arts Common Core Standards: http://www.corestandards.org/ELA-Literacy/
• Wonders site: http://www.connected.mcgraw-hill.com
Second Grade Language Arts

Unit 2: Animal Discovery
The Big Idea: How do animals play a part in the world around us?

Approximate # Of Weeks: 5 weeks plus one for review and assessment

Essential Questions:
- How do animals survive?
- What can animals in stories teach us?
- What are features of different animal habitats?
- How are offspring like their parents?
- What do we love about animals?

Upon completion of this unit students will be able to:
- Know and apply grade-level phonics and word analysis in decoding words (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Identify main idea and supporting details in a passage (RI.2.1, RI.2.2, RI.2.6, RL.2.1)
- Demonstrate comprehension through the retelling of a story to include characterization, setting, and events (RI.2.10, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10)
- Compare and Contrast (RI.2.3, RI.2.9, RL.2.9)
- Understand various text features (RI.2.5, RI.2.7)
- Identify author’s purpose (RI.2.8)
- Communicate effectively both orally and in print (W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6)
- Acquire and use grade level vocabulary appropriately (RI.2.4, RL.2.4, L.2.4, L.2.5, L.2.6)

Interdisciplinary Standards (njcccs.org)
- Science
  - 5.3.2.A.1 - Group living and nonliving things according to the characteristics that they share.
  - 5.3.2.B.1 - Describe the requirements for the care of plants and animals related to meeting their energy needs.
  - 5.3.2.B.2 - Compare how different animals obtain food and water
  - 5.3.2.C.1 - Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
5.3.2.C.2 - Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.

Activities – include 21st Century Technologies:

- Word Work:
  - Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues (homonyms, homophones & compound words)
  - Dictionary Skills – multiple meaning words, prefixes (re-, un-, & dis) and suffixes (-ful & -less)
  - Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)
    - Week 1: Short /o/ o, Long // ö/ ö_e
    - Week 2: Short /u/ u, Long /ū/ ū_e
    - Week 3: Soft c & g
    - Week 4: Introduce, blend & build with consonant diagraphs ch, tch, sh, ph, th, ng, and wh
    - Week 5: Introduce, blend & build with initial three-letter blends scr-, spr-, str-, thr-, spl-, and shr-

- Comprehension Skills:
  - Building theme comprehension through the discussion of prior knowledge
  - Understand key characteristics of various genres of writing
    - Week 1: Literature - Realistic Fiction
    - Week 2: Literature - Fables
    - Week 3: Informational Text – Narrative Nonfiction
    - Week 4: Informational Text – Expository Text
    - Week 5: Poetry
  - Write to thematic picture prompt
  - Read selection (whole group) and generate questions
  - Visualize important story details
  - Reread to aid with comprehension
  - Discuss character, setting, & events
  - Use main idea & details to summarize
  - Make, confirm and revise predictions
  - Ask and answer questions
  - Read with proper expression, intonation, & phrasing

- Grammar Skills:
  - Recognize types nouns (common, plural, proper, & possessive)
- Identify abbreviations
- Identify proper use of capitalization
- Utilize commas accurately in a series and in a friendly letter

- Center Activities: provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)

**Writing Assignments:**
- Student journal entries
- Write to thematic picture prompt
- Write an Expository Piece (e.g. about an animal or a habitat)
- Write a Friendly Letter
- Cloze activities
- Handwriting practice (e.g. poetry journals)

**Enrichment Activities:**
- Adjust requirements for completion of center activities (e.g. increase quantity of required responses)
- Level of Guided Reading Materials
- Higher leveled reading activities in small group instruction

**Methods of Assessments/Evaluation:**
- Thumbs Up/Thumbs Down
- 3*2*1
- Dry Erase
- Unit Tests
- Reader Response
- Think/Pair/Share
- Anecdotal Notes
- DRA/Running Records
- Weekly Assessments
- Writing Samples
- Discussions
- Homework
- Classwork
- Whiteboards
- Journals
- Exit Slips
- Observations
- Center Activities
- Open Ended Questions
- Word Awareness Writing Activity
- San Diego Quick Assessment
- Revisit Essential Questions
Resources: Text, Literature (RL), Informational (RI)

- Wonders: CCSS Reading/Language Arts Program, The Mc Graw-Hill Companies, 2014
- The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013

Online Resources:

- Teacher webpage
- Language Arts Common Core Standards: http://www.corestandards.org/ELA-Literacy/
- Wonders site: http://www.connected.mcgraw-hill.com
Second Grade Language Arts

Unit 3: Live and Learn
The Big Idea: What have you learned about the world that surprises you?

Approximate # Of Weeks: 5 weeks plus one for review and assessment

Essential Questions:
- How do Earth’s forces affect us?
- What can we see in the sky?
- How can people help out in their community?
- How does weather affect us?
- How do you express yourself?

Upon completion of this unit students will be able to:
- Know and apply grade-level phonics and word analysis in decoding words (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Identify main idea and supporting details in a passage (RI.2.1, RI.2.2, RI.2.6, RL.2.1)
- Demonstrate comprehension through the retelling of a story to include characterization, setting, and events (RI.2.10, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10)
- Compare and Contrast (RI.2.3, RI.2.9, RL.2.9)
- Understand various text features (RI.2.5, RI.2.7)
- Identify author’s purpose (RI.2.8)
- Communicate effectively both orally and in print (W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6)
- Acquire and use grade level vocabulary appropriately (RI.2.4, RL.2.4, L.2.4, L.2.5, L.2.6)

Interdisciplinary Standards (njcccs.org)
- Science
  - 5.4.2.A.1 - Determine a set of general rules describing when the Sun and Moon are visible based on actual sky observations
  - 5.4.2.F.1 - Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
- Social Studies
  - 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Activities – include 21st Century Technologies:

- **Word Work:**
  - Vocabulary: introduce words, discuss meanings and play games with emphasis on contractions and on root words and inflected verbs
  - Thesaurus Skills – antonyms
  - Skills: comparatives/superlative, similes & compound words
  - Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)
    - Week 1: Long /ä/ a, ai, ay, ea, eigh, ei, ey
    - Week 2: Long /i/ i, igh, ie & y
    - Week 3: Long /ō/ o, oo, ow, oe
    - Week 4: Long /ē/ e, ee, ea, ey, y, ie, e_e
    - Week 5: Long /ū/ u, u_e, ew, ue

- **Comprehension Skills:**
  - Building theme comprehension through the discussion of prior knowledge
  - Write to thematic picture prompt
  - Read selection (whole and guided reading group) and generate questions
  - Understand key characteristics of various genres of writing
    - Week 1: Informational Text – Expository Text
    - Week 2: Literature - Fiction
    - Week 3: Informational Text – Narrative Nonfiction
    - Week 4: Informational Text – Expository Text
    - Week 5: Informational Text – Expository Text
  - Identify Author’s Purpose
  - Monitor comprehension by adjusting reading rate and rereading
  - Ask and answer questions
  - Read with proper expression, intonation, & phrasing
  - Use main idea & key details to summarize
  - Read with proper expression, intonation, & phrasing

- **Grammar Skills:**
  - Recognize verbs (present & past tense)
  - Employ proper use of subject-verb agreement
  - Identify abbreviations
- Identify proper use of punctuation
- Utilize capitalization accurately in book titles
- Combine and rearrange sentences

- Center Activities: provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)

**Writing Assignments:**
- Student journal entries
- Write to thematic picture prompt
- Persuasive writing: poster, ad & letter
- Write a Narrative Piece
- Cloze activities
- Handwriting practice (e.g. poetry journals)

**Enrichment Activities:**
- Adjust requirements for completion of center activities (e.g. increase quantity of required responses)
- Level of Guided Reading Materials
- Higher leveled reading activities in small group instruction

**Methods of Assessments/Evaluation:**
- Thumbs Up/Thumbs Down
- 3*2*1
- Dry Erase
- Unit Tests
- Reader Response
- Think/Pair/Share
- Anecdotal Notes
- DRA/Running Records
- Weekly Assessments
- Writing Samples
- Discussions
- Homework
- Classwork
- Whiteboards
- Journals
- Exit Slips
- Observations
- Center Activities
- Open Ended Questions
- Word Awareness Writing Activity
- San Diego Quick Assessment
- Revisit Essential Questions
Resources: Text, Literature (RL), Informational (RI)

- Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014
- The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013

Online Resources:

- Teacher webpage
- Language Arts Common Core Standards:
  http://www.corestandards.org/ELA-Literacy/
- Wonders site: http://www.connected.mcgraw-hill.com
Second Grade Language Arts

Unit 4: Our Life, Our World

The Big Idea: How do different environments make the world an interesting place?

Approximate # Of Weeks: 5 weeks plus one for review and assessment

Essential Questions:
- What makes different parts of the world different?
- How does the Earth change?
- How are kids around the world different?
- How can we understand nature?
- What excites us about nature?

Upon completion of this unit students will be able to:
- Know and apply grade-level phonics and word analysis in decoding words (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Identify main idea and supporting details in a passage (RI.2.1, RI.2.2, RI.2.6, RL.2.1)
- Demonstrate comprehension through the retelling of a story to include characterization, setting, and events (RI.2.10, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10)
- Compare and Contrast (RI.2.3, RI.2.9, RL.2.9)
- Understand various text features (RI.2.5, RI.2.7)
- Identify author’s purpose (RI.2.8)
- Communicate effectively both orally and in print (W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6)
- Acquire and use grade level vocabulary appropriately (RI.2.4, RL.2.4, L.2.4, L.2.5, L.2.6)

Interdisciplinary Standards (njcccs.org)
- Visual and Performing Arts
  - 1.1.2.C - Identify basic elements of theatre and describe their use in a variety of theatrical performances.
- Science
  - 5.3.2.C.1 - Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
• 5.3.2.C.2 - Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
• 5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.

• Social Studies
• 6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
• 6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Activities – include 21st Century Technologies:
• Word Work:
  o Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues and word parts (inflected verbs, plural nouns and compound words)
  o Skills: repetition and similes in poems
  o Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)
    ▪ Week 1: Introduce, blend & build with silent letters wr, kn, gn, mb, & sc
    ▪ Week 2: Introduce, blend & build with r-controlled vowels /ûr/er, ir, ur, or
    ▪ Week 3: Introduce, blend & build with r-controlled vowels /ôr/or, ore, oar and /âr/ ar
    ▪ Week 4: Introduce, blend & build with r-controlled vowels /îr/eer, ere, & ear
    ▪ Week 5: Introduce, blend & build with r-controlled vowels /år/ are, air, ear, & ere

• Comprehension Skills:
  o Building theme comprehension through the discussion of prior knowledge
  o Write to thematic picture prompt
  o Read selection (whole and guided reading group) and generate questions
  o Understand key characteristics of various genres of writing
    ▪ Week 1: Informational Text – Expository Text
    ▪ Week 2: Informational Text – Expository Text
    ▪ Week 3: Literature - Realistic Fiction
- Week 4: Literature - Folktale/Drama
- Week 5: Poetry/Free Verse
  - Monitor comprehension by adjusting reading rate and rereading
  - Identify cause and effect
  - Visualize important story details
  - Make and confirm predictions
  - Compare and Contrast
  - Read with proper expression, intonation, & phrasing

- Grammar Skills:
  - Recognize verbs (linking and helping)
  - Employ proper use of subject-verb agreement
  - Identify and formulate irregular past tense verbs
  - Identify proper use of punctuation (in a letter & quotation marks)
  - Utilize capitalization accurately in book titles

- Center Activities: provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)

Writing Assignments:
- Student journal entries
- Write to thematic picture prompt
- Compare and Contrast paragraph: types of habitats, locations etc.
- Expository writing: animal report
- Biography
- Cloze activities
- Handwriting practice (e.g. poetry journals)

Enrichment Activities:
- Adjust requirements for completion of center activities (e.g. increase quantity of required responses)
- Level of Guided Reading Materials
- Higher leveled reading activities in small group instruction

Methods of Assessments/Evaluation:
- Thumbs Up/Thumbs Down
- 3*2*1
- Dry Erase
- Unit Tests
- Reader Response
- Think/Pair/Share
- Anecdotal Notes
- DRA/Running Records
• Weekly Assessments
• Writing Samples
• Discussions
• Homework
• Classwork
• Whiteboards
• Journals
• Exit Slips
• Observations
• Center Activities
• Open Ended Questions
• Word Awareness Writing Activity
• San Diego Quick Assessment
• Revisit Essential Questions

Resources:  Text, Literature (RL), Informational (RI)
• Wonders: CCSS Reading/Language Arts Program, The Mc Graw-Hill Companies, 2014
• The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013

Online Resources:
• Teacher webpage
• Language Arts Common Core Standards: http://www.corestandards.org/ELA-Literacy/
• Wonders site: http://www.connected.mcgraw-hill.com
Second Grade Language Arts

Unit 5: Let’s Make a Difference
The Big Idea: How can people make a difference?

Approximate # Of Weeks: 5 weeks plus one for review and assessment

Essential Questions:
- What do good citizens do?
- How do people get along?
- What do heroes do?
- How can we protect Earth?
- Why are rules important?

Upon completion of this unit students will be able to:
- Know and apply grade-level phonics and word analysis in decoding words (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Identify main idea and supporting details in a passage (RI.2.1, RI.2.2, RI.2.6, RL.2.1)
- Demonstrate comprehension through the retelling of a story to include characterization, setting, and events (RI.2.10, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10)
- Compare and Contrast (RI.2.3, RI.2.9, RL.2.9)
- Understand various text features (RI.2.5, RI.2.7)
- Identify author’s purpose (RI.2.8)
- Communicate effectively both orally and in print (W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6)
- Acquire and use grade level vocabulary appropriately (RI.2.4, RL.2.4, L.2.4, L.2.5, L.2.6)

Interdisciplinary Standards (njcccs.org)
- Social Studies
  - 5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
  - 6.1.A - Rules and laws are developed to protect people’s rights and the security and welfare of society.
6.1.D - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

Activities – include 21st Century Technologies:

- **Word Work:**
  - Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues and word parts (possessives, inflected endings, homophones and compound words)
  - Skills: suffixes and idioms
  - Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)
    - Week 1: Introduce, blend & build with diphthong /ou/ow, ou
    - Week 2: Introduce, blend & build with diphthong /oi/oi, oy
    - Week 3: Introduce, blend & build with variant vowel /ü/ oo, u, u_e, ew, ue, & ui; and /û/ oo, ou, & u
    - Week 4: Introduce, blend & build with variant vowel /ô/:a, aw, au, augh, al, & ough
    - Week 5: Introduce, blend & build with short vowel diagraphs /e/ ea; /u/ ou; & /i/ y

- **Comprehension Skills:**
  - Building theme comprehension through the discussion of prior knowledge
  - Write to thematic picture prompt
  - Read selection (whole and guided reading group) and generate questions
  - Understand key characteristics of various genres of writing
    - Week 1: Literature - Realistic Fiction
    - Week 2: Literature - Fiction
    - Week 3: Informational Text – Biography
    - Week 4: Literature - Fiction
    - Week 5: Informational Text – Expository Text
  - Identify Point of View
  - Demonstrate comprehension using cause & effect
  - Identify Plot: Problems and Solutions
  - Recalling sequence of events
  - Identify author’s purpose
  - Make, confirm and revise predictions
  - Use main idea & details to summarize
  - Read with proper expression, intonation, & phrasing

- **Grammar Skills:**
- Recognize and employ proper use of pronouns (I, me, we, us, possessive pronouns)
- Make present tense verbs agree with subject pronouns
- Construct contractions with pronouns
- Utilize capitalization accurately in book titles

- Center Activities: provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)

Writing Assignments:
- Student journal entries
- Write to thematic picture prompt
- Narrative Piece
- Fictional Dialogue
- Cloze activities
- Handwriting practice (e.g. poetry journals)

Enrichment Activities:
- Adjust requirements for completion of center activities (e.g. increase quantity of required responses)
- Level of Guided Reading Materials
- Higher leveled reading activities in small group instruction

Methods of Assessments/Evaluation:
- Thumbs Up/Thumbs Down
- 3*2*1
- Dry Erase
- Unit Tests
- Reader Response
- Think/Pair/Share
- Anecdotal Notes
- DRA/Runnig Records
- Weekly Assessments
- Writing Samples
- Discussions
- Homework
- Classwork
- Whiteboards
- Journals
- Exit Slips
- Observations
- Center Activities
- Open Ended Questions
- Word Awareness Writing Activity
San Diego Quick Assessment
Revisit Essential Questions

Resources: Text, Literature (RL), Informational (RI)
- *Wonders: CCSS Reading/Language Arts Program*, The Mc Graw-Hill Companies, 2014
- *The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose*, Empowering Writers, 2013

Online Resources:
- Teacher webpage
- Language Arts Common Core Standards: http://www.corestandards.org/ELA-Literacy/
- Wonders site: http://www.connected.mcgraw-hill.com
Second Grade Language Arts

Unit 6: How on Earth
The Big Idea: What keeps our world working?

Approximate # Of Weeks: 5 weeks plus one for review and assessment

Essential Questions:
- What do myths help us understand about plants?
- How do we use energy?
- Why is teamwork important?
- How do we use money?
- Where can your imagination take you?

Upon completion of this unit students will be able to:
- Know and apply grade-level phonics and word analysis in decoding words (RF.2.3)
- Read with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Identify main idea and supporting details in a passage (RI.2.1, RI.2.2, RI.2.6, RL.2.1)
- Demonstrate comprehension through the retelling of a story to include characterization, setting, and events (RI.2.10, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10)
- Compare and Contrast (RI.2.3, RI.2.9, RL.2.9)
- Understand various text features (RI.2.5, RI.2.7)
- Identify author’s purpose (RI.2.8)
- Communicate effectively both orally and in print (W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6)
- Acquire and use grade level vocabulary appropriately (RI.2.4, RL.2.4, L.2.4, L.2.5, L.2.6)

Interdisciplinary Standards (njcccs.org)

- Social Studies
  - 6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children.
  - 6.1.4.C.2 - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations
6.1.4.C.10 - Explain the role of money, savings, debt, and investment in individuals’ lives.

6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Science
5.3.2.B.1 - Describe the requirements for the care of plants and animals related to meeting their energy needs.
5.4.2.E.1 - Describe the relationship between the Sun and plant growth.

Activities – include 21st Century Technologies:

Word Work:
- Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues and word parts (Greek and Latin roots, inflected verbs, suffixes and multiple meanings words)
- Skills: similes, metaphors, synonyms & antonyms
- Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)
  - Week 1: Closed & Opened Syllables
  - Week 2: CVCe Syllables
  - Week 3: Consonant + le (el, al) Syllables
  - Week 4: Vowel Team Syllables
  - Week 5: R-controlled vowel Syllables

Comprehension Skills:
- Building theme comprehension through the discussion of prior knowledge
- Write to thematic picture prompt
- Read selection (whole and guided reading group) and generate questions
- Understand key characteristics of various genres of writing
  - Week 1: Literature - Myth
  - Week 2: Informational Text – Expository Text
  - Week 3: Informational Text – Expository Text
  - Week 4: Informational Text – Expository Text
  - Week 5: Poetry: Rhyming Poem
- Use main idea & details to summarize
- Identify theme
- Draw conclusions
- Identify Point of View
- Identify author’s purpose
- Monitor comprehension by adjusting reading rate and rereading
- Read with proper expression, intonation, & phrasing
Grammar Skills:
- Recognize and employ proper use of articles an & a and this, that, these & those
- Utilize adjectives: (that tell what kind, how many and that compare & contrast)
- Utilize adverbs and prepositional phrases
- Utilize proper capitalization and punctuation

Center Activities: provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)

Writing Assignments:
- Student journal entries
- Write to thematic picture prompt
- Poem
- Friendly letter (Buddy Letters)
- Cloze activities
- Handwriting practice (e.g. poetry journals)

Enrichment Activities:
- Adjust requirements for completion of center activities (e.g. increase quantity of required responses)
- Level of Guided Reading Materials
- Higher leveled reading activities in small group instruction

Methods of Assessments/Evaluation:
- Thumbs Up/Thumbs Down
- 3*2*1
- Dry Erase
- Unit Tests
- Reader Response
- Think/Pair/Share
- Anecdotal Notes
- DRA/Running Records
- Weekly Assessments
- Writing Samples
- Discussions
- Homework
- Classwork
- Whiteboards
- Journals
• Exit Slips
• Observations
• Center Activities
• Open Ended Questions
• Word Awareness Writing Activity
• San Diego Quick Assessment
• Revisit Essential Questions

Resources: Text, Literature (RL), Informational (RI)
• Wonders: CCSS Reading/Language Arts Program, The Mc Graw-Hill Companies, 2014
• The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013

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