

**Quinton Township School District**  
**English Language Arts**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	1	<b>Unit Title:</b>	Friends and Family	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout this unit, students explore the themes of friends, family, and community. Initially, students practice literacy block routines that will support learning throughout the year. To propel development, the unit's phonics lessons are reinforced by the district-approved Soudy Essentials Program. As readers, learners practice visualizing, rereading, and asking and answering questions strategies. They learn about character, setting, plot, key details, and author's purpose to support comprehension. They use and apply these skills in different text genres to produce oral and written responses to text. Throughout the unit, students apply the writing process to expand on their knowledge of characters, setting, problem and solution and incorporate grammar skills into their writing by focusing on adjectives, adverbs, pronouns, punctuation and capitalization. By the unit's end, students will have completed performance tasks, participated in collaborative discussions, and collaborated to complete writing pieces that focus on the theme of Our Life/Our World.

## **Objectives:**

### Language

- Blend, categorize, segment, and isolate phonemes.
- Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Identify and use statements and questions.
- Identify and use commands, exclamations, and interjections.
- Spell words with short vowels.
- Acquire and use grade-appropriate academic vocabulary.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Identify and read words with two-letter blends: *r*-blends, *s*-blends, *t*-blends, *l*-blends, short *a*, long *A*:*a\_e*.
- Identify and read words with inflectional endings *-ed*, *-ing*.
- Identify and read high frequency words.
- Understand and use subjects and predicates.
- Identify and read possessives.

### Reading

- Identify plot structure and describe main story elements in a literary text.
- Identify and explain a theme of a literary text.
- Retell a text to enhance comprehension.
- Explain how captions contribute to the meaning of texts.
- Explain an author's purpose in an informational text.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Compare and contrast how authors present information on the same topic or theme.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Explain how charts contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details in a text.
- Explain an author's opinion(s) and supporting evidence.

### Writing

- Write in response to text.
- Demonstrate legible printing skills.
- Write a narrative using a sequence of events, transitions, and an ending.
- Focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.
- Use technology to produce and publish writing with some guidance and support from adults.
- Write expository texts about a topic. using a source. providing an introduction. facts. transitions. and a conclusion.

**Essential Questions:**

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.1.A, L.WF.2.1.B, L.WF.2.2.A, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.D, L.WF.2.3.E, L.WF.2.3.F

L.KL.2.1.A, L.KL.2.1.B, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B

**Reading Learning Targets:** RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8

**Writing Learning Targets:** W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.NW.2.3.A, W.NW.2.3.B, W.NW.2.3.C, W.NW.2.3.D, W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.WR.2.5, W.RW.2.7

**Speaking/Listening:** SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

**Cross Curricular Standards:** [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

<b>Overview of Activity/Focus</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p><b><u>Word Work</u></b></p> <p>Phonemic Awareness: blending; categorization; segmentation; substitution; isolation</p> <p>Phonics/Spelling: short a, short i, two-letter blends - r blends (br, cr, dr, fr, gr); s blends (sc, sk, sm, sn, sp, st, sw); t blends (tr, tw, -nt); l blends (bl, cl, fl, gl, pl, -lk, -lt); long i i_e</p> <p>Structural Analysis: plural nouns with s/es; closed syllables; possessives; inflectional endings s/es; inflectional endings ed/ing;</p> <p>High Frequency Words</p> <p>Vocabulary: inflectional endings, context clues; base words; prefixes; synonyms</p> <p><b><u>Reading</u></b></p> <p>Genre: Realistic Fiction; Fantasy; Expository Text</p> <p>Minilessons:</p> <p>Listening Comprehension: visualize; plot - beginning, middle, end; main story elements - character, setting, events; text features; captions; visualize story elements -</p>	<p><i>Wonders</i> Teacher's Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p> <p><i>Sonday Essentials</i></p>	<p>Blackline masters</p> <p>Activity cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Differentiated Genre Passages</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>IXL</p> <p>Epic! Books</p> <p>Teach Your Monster to Read</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Journals</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Progress Monitoring</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● School-wide Writing Assessment- Pre/Post</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	2	<b>Unit Title:</b>	Animal Discoveries	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students make discoveries through texts to examine the theme Animal Discoveries. As readers, students interact with the genres of nonfiction, fables, and poetry. They analyze nonfiction text features, main topics, key details, and main ideas. In literature, they also learn about characters, sequence, and author’s purpose. To support the reading initiative, unit phonics lessons are reinforced by the district-approved Souday Essentials Program. These skills combine to help students with comprehension and support their ability to respond to text-based questions. As writers, students will use the writing process and mentor texts to complete a Research Project. By the unit’s end, students will be able to answer: How are offspring like their parents and what can we learn about animals through research?



## **Objectives:**

### Language

- Manipulate phonemes through addition, substitution, blending, deletion, and segmentation.
- Read and spell words with short *o* and long *o*.
- Read and spell words with short *u* and long *u*.
- Spell words with *-ed* and *-ing* suffixes correctly (doubling final consonants; drop final *e*).
- Read CVCe syllables.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Use commas in a series.
- Understand and use singular and plural nouns.
- Understand and use kinds of nouns, such as common nouns, proper nouns, and collective nouns.
- Understand and use more plural nouns, such as irregular plural nouns.
- Understand possessive nouns.
- Use apostrophes to form contractions.
- Identify and spell words with 3-letter blends.
- Acquire and use grade-appropriate academic vocabulary.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify and read words with soft *c* and *g*.
- Identify and read words with consonant digraphs.
- Identify and read words with prefixes and suffixes.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Read and identify compound words.

### Reading

- Ask and answer questions about a text.
- Read grade-level texts with accuracy, automaticity, intonation and appropriate prosody or expression.
- Identify and read high frequency words.
- Explain how diagrams and labels contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Identify plot structure and describe main story elements in a literary text.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Retell a text to enhance comprehension.

**Essential Questions:**

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.1.B, L.WF.2.2.A, L.WF.2.2.B, L.WF.2.2.C, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.KL.2.1.B, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

**Reading Learning Targets:** RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RL.CT.2.8

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**Speaking/Listening:** SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

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**Overview of Activity/Focus**

**Teacher's Guide/ Resources**

**Core Instructional Materials**

**Technology Infusion**

<p><b><u>Word Work</u></b></p> <p>Phonemic Awareness: addition; substitution; blending; segmentation; deletion; identify and produce rhyme</p> <p>Phonics/Spelling: short o; long o: o_e; short u; long u: u_e; soft c and g; consonant digraphs; three-letter blends (scr, spr, str, the, spl, shr)</p> <p>Structural Analysis: inflectional endings -ed, -ing; CVCe syllables; prefixes re-, un-, dis-; suffixes -ful, -less; compound words</p> <p>High Frequency Words</p> <p>Vocabulary: academic vocabulary; homographs; using a glossary; antonyms; base words; suffixes -ly, -y</p> <p><b><u>Reading</u></b></p> <p>Genre: expository text; fable; poetry</p> <p>Minilessons: reread; text features - diagrams and labels; central idea and relevant details; make, confirm, revise predictions; main story elements - character; plot - sequence of events; author's</p>	<p><i>Wonders</i> Teacher's Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p> <p>Sunday Essentials</p>	<p>Blackline masters</p> <p>Activity cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Differentiated Genre Passages</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>IXL</p> <p>Epic! Books</p> <p>Teach Your Monster to Read</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Journals</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Progress Monitoring</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● School-wide Writing Assessment - Pre/Post</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	3	<b>Unit Title:</b>	Live and Learn	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout this unit, students read various texts about how people in a community work together. They analyze text features, such as diagrams, photos and captions, and phonics is reinforced through the district-approved Soudy Essentials Program. As writers, students construct personal narrative pieces, recalling and brainstorming moments in their lives to draft narrative stories describing the events. Students continue to incorporate grammar skills into their writing by focusing on verbs (action, present, past, and future verbs) as well as sentence punctuation. At the end of the unit, students will be able to use text to answer the essential questions: How can people help out their community? What can we see in the sky? How do you express yourself?



## **Objectives:**

### Language

- Manipulate phonemes by categorizing, blending, substituting, and isolating them.
- Identify and read words with long vowels.
- Identify and read words with contractions.
- Identify and read words with open syllables.
- Recognize and read high frequency words.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Understand and use action verbs.
- Understand and use past-, present, and future- tense verbs.
- Spell words with long a and long i.
- Understand and use subject-verb agreement.
- Acquire and use grade-appropriate academic vocabulary.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Understand and read comparative endings -er and -est.
- Understand and use the verb *have*.

### Reading

- Ask and answer questions about a text.
- Read with accuracy, automaticity, intonation and appropriate prosody or expression.
- Explain how photos and captions contribute to the meaning of texts.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Retell a text to enhance comprehension.
- Explain how headings and subheading contribute to the meaning of texts.
- Compare and contrast how authors present information on the same topic or theme.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Explain how diagrams contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.

**Essential Questions:**

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.2.3.A, L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.1.B, L.WF.2.2.A, L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.B, L.WF.2.3.D, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

**Reading Learning Targets:** RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8

**Writing Learning Targets:** W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.NW.2.3.A, W.NW.2.3.B, W.NW.2.3.C, W.NW.2.3.D, W.NW.2.3.E, W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.SE.2.6, W.RW.2.7

**Speaking/Listening:** SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

**Cross Curricular Standards:** 9.1.2.CR.1, 9.1.2.CR.2, 9.1.4.A.1, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

<b>Overview of Activity/Focus</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p><b><u>Word Work</u></b></p> <p>Phonological Awareness: identify and produce rhyme; identify syllables; identify and generate alliteration</p> <p>Phonemic Awareness: categorization, blending, deletion, substitution, and addition of phonemes</p> <p>Phonics: long a - <i>a, ai, ay, ea, ei, eigh, ey</i>; long i - <i>i, y, igh, ie</i>; long o - <i>o, oa, ow, oe</i>; long e - <i>e, ee, ea, ie, y, ey, e_e</i>; long u - <i>u_e, ue, u, ew</i></p> <p>Structural Analysis: contractions with <i>'s, 're, 'll, 've</i>; open syllables; contractions with <i>not</i>; plurals with <i>-s, es</i> (change y to i); comparative endings <i>-er, -est</i></p> <p>High Frequency Words</p> <p>Vocabulary: academic vocabulary; synonyms; homophones; compound words; multiple meaning words; prefixes</p> <p><b><u>Reading</u></b></p> <p>Genre: narrative nonfiction</p>	<p><i>Wonders</i> Teacher's Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p> <p>Sunday Essentials</p>	<p>Blackline masters</p> <p>Activity cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Differentiated Genre Passages</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>IXL</p> <p>Epic! Books</p> <p>Teach Your Monster to Read</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Journals</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Progress Monitoring</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● School-wide Writing Assessment- Pre/Post</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	4	<b>Unit Title:</b>	Our Life / Our World	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout this unit students read various texts and build knowledge about how people and cultures around the world are alike and different. They expand vocabulary to read, write, and talk about the similarities and differences. In both realistic fiction and informational texts, learners continue to practice comprehension strategies of visualizing, comparing and contrasting, and understanding text features such as headings and bold print. They also reinforce the comprehension skill of author’s purpose. Applying the writing process, they expand on their knowledge of characters, setting, problem and solution and continue to incorporate grammar skills into their writing by focusing on adjectives, adverbs, pronouns, punctuation and capitalization. By the end of the unit, students will have completed performance tasks, participated in collaborative discussions, and collaborated to complete a variety of writing pieces that focus on the theme of Our Life/Our World.

## **Objectives:**

### Language

- Identify, categorize, blend, substitute, and add phonemes.
- Understand and use compound sentences.
- Read grade-level texts with accuracy, automaticity, intonation and appropriate prosody or expression.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Understand and use linking verbs.
- Identify and produce rhyme.
- Understand and use progressive tense.
- Identify syllables.
- Understand and use helping verbs.
- Acquire and use grade-appropriate academic vocabulary.
- Understand and use irregular verbs.
- Understand and use contractions with *not*.
- Demonstrate understanding of word relationships and nuances in word meanings.

### Reading

- Identify and read high-frequency words.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Retell a text to enhance comprehension.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Explain how maps contribute to the meaning of texts.
- Explain how headings and bold print contribute to the meaning of texts.
- Explain an author's purpose in an informational text.
- Compare and contrast how authors present information on the same topic or theme.
- Use context to confirm or self-correct word recognition and understanding, reading as necessary.
- Identify plot structure and describe main story elements in a literary text.
- Understand and identify free verse in poems.

### Writing

- Write in response to text.
- Demonstrate legible printing skills.



**Essential Questions:**

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.B, L.WF.2.3.E, L.WF.2.3.F

L.KL.2.1.A, L.KL.2.1.B, L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

**Reading Learning Targets:** RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8

**Writing Learning Targets:** W.IW.2.2.B, W.NW.2.3.D, W.WP.2.4.A, W.WP.2.4.B, W.WP.2.4.C, W.RW.2.7

**Speaking/Listening:** SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

<b>Overview of Activity/Focus</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p><b><u>Word Work</u></b></p> <p>Phonological/Phonemic Awareness: Identify, Categorize, and Blend Phonemes; Substitute, Blend, and Add Phonemes; Identify and Produce Rhyme; Identify Syllables</p> <p>Phonics/Spelling: Silent Letters <i>wr, kn, gn, mb, sc</i>; <i>r</i>-controlled vowels /or/: <i>or, ore, oar</i>, and /ar/: <i>ar</i>; <i>r</i>-controlled vowel /ar/: <i>are, air, ear, eres</i></p> <p>Structural Analysis: Inflectional Endings <i>-s, -es, -ed, -ing</i>; Irregular Plurals; <i>r</i>-Controlled Vowel Syllables</p> <p>High Frequency Words</p> <p>Vocabulary: academic vocabulary; similes; suffixes <i>-er, -est</i>; sentence (context) clues; homographs; antonyms</p> <p><b><u>Reading</u></b></p> <p>Genre: realistic fiction; expository text; poetry</p> <p>Minilessons: Visualize; Main Story Elements: Setting; Plot: Compare and Contrast: Text</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p> <p>Sunday Essentials</p>	<p>Blackline masters</p> <p>Activity cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Differentiated Genre Passages</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>IXL</p> <p>Epic! Books</p> <p>Teach Your Monster to Read</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Journals</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Progress Monitoring</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● School-wide Writing Assessment- Pre/Post</li> <li>● Final Drafts</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade 2**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	5	<b>Unit Title:</b>	Let's Make a Difference	<b>Pacing:</b>	30 Days
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**Unit Summary:** As citizens of a community, we can make a difference through our actions and choices. Throughout this unit, students read biography, realistic fiction, and persuasive texts to explore what types of heroes there are in our world. They also have the opportunity to respond to reading while analyzing a character's perspective and an author's purpose. Students use the writing process to write opinion essays that express their opinions and provide reasons to support them. Students continue to incorporate grammar skills into their writing by including pronouns (possessive, reflexive, subjective and objective) as well as contractions. At the end of the unit, students will be able to answer how people in our world can make a difference in the lives of others.

## Objectives:

### Language

- Reverse, substitute, blend, segment, and delete phonemes.
- Identify and spell words with diphthongs.
- Identify and read irregular plurals.
- Read grade-level texts with accuracy, automaticity, intonation, and appropriate prosody or expression.
- Identify and read high frequency words.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Acquire and use grade-appropriate academic vocabulary.
- 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.
- Identify syllables.
- Identify and read words with variant vowels.
- Identify and read words with contractions with *not*.
- Identify and read words with short vowel digraphs.
- Organize words in alphabetical order.

### Reading

- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Retell a text to enhance comprehension.
- Explain how bold print and timelines contribute to the meaning of texts.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Explain how graphic features and callouts contribute to the meaning of texts.
- Compare and contrast how authors present information on the same topic or theme.
- Determine the meaning of the new word formed when a known prefix is added to a known, or base, word.
- Explain how charts contribute to the meaning of texts.
- Describe how reasons support specific points the author makes in a text.
- 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.

**Essential Questions:**

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.2.3.A, L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.2.A, L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.B, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.KL.2.1.B

L.VL.2.2.A L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.E, L.VI.2.3.A, L.VI.2.3.B

**Reading Learning Targets:** RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RIAA.2.7, RI.CT.2.8

**Writing Learning Targets:** W.AW.2.1.A, W.AW.2.1.B, W.AW.2.1.C, W.IW.2.2.B, W.WP.2.4.A, W.WR.2.5, W.SE.2.6, W.RW.2.7,

**Speaking/Listening:** SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

**Cross Curricular Standards:** [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)



**Overview of Activity/Focus**

**Teacher's Guide/ Resources**

**Core Instructional Materials**

**Technology Infusion**

<p><b><u>Word Work</u></b></p> <p>Phonological Awareness: identify syllables</p> <p>Phonemic Awareness: reversal, substitution, blending, segmentation, deletion, categorization</p> <p>Phonics/Spelling: diphthongs <i>ou, ow</i>; diphthongs <i>oy, oi</i>; Variant vowels; short vowel digraphs</p> <p>Structural Analysis: plurals (irregular); consonant + le syllables; contractions with <i>not</i>; vowel team syllables; alphabetical order</p> <p>High Frequency Words</p> <p>Vocabulary: academic vocabulary; synonyms; using a print or online dictionary; suffixes <i>-ful, -less</i>; idioms; multiple-meaning words</p> <p><b><u>Reading</u></b></p> <p>Genre: Biography; Realistic Fiction; Opinion Text</p> <p>Minilessons: summarize; text features: bold print and timeline; author's purpose; character perspective; make and confirm predictions; plot: beginning, middle, end; text</p>	<p><i>Wonders</i> Teacher's Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p> <p>Sunday Essentials</p>	<p>Blackline masters</p> <p>Activity cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Differentiated Genre Passages</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>IXL</p> <p>Epic! Books</p> <p>Teach Your Monster to Read</p>
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Formative Assessment Plan	Summative Assessment Plan
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**Quinton Township School District**  
**English Language Arts**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	6	<b>Unit Title:</b>	How on Earth?	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students read expository texts, poetry, and drama/myth to build knowledge about how people use money. They use facts learned through text to read, write, and talk about how money is made and the importance of money in our society. In informational and literary texts, students summarize what they read, find the central idea, and locate relevant details. Students also examine characters' perspectives by analyzing their words and actions in a drama. In writing, students draft expository essays that incorporate a strong understanding of adjectives, adverbs, prepositions and prepositional phrases.

## **Objectives:**

### Language

- Manipulate phonemes by adding, blending, deleting, segmenting, and substituting them.
- Identify and spell words with closed and open syllables.
- Recognize, read, and spell words with CVCe syllables.
- Identify and read compound words.
- Identify and read words with prefixes and suffixes.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Understand and use adjectives, including articles.
- Understand and use articles and *this*, *that*, *these*, and *those*.
- Acquire and use grade-appropriate academic vocabulary.

### Reading

- Read grade-level texts with accuracy, automaticity, intonation, and appropriate prosody or expression.
- Read high frequency words.
- Describe main story elements in a literary text.
- Read and comprehend texts in the grades 2-3 text complexity band proficiently.
- Explain how bar graphs contribute to the meaning of texts.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

- Demonstrate legible printing skills.
- Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
- Focus on a topic and strengthen writing as needed by revising and editing.
- Use technology to produce and publish writing.

**Essential Questions:**

How can I share my ideas clearly with others in writing and in class activities?

How can I use a variety of reading strategies to decode words and comprehend text?

How do I contribute to a community of readers and writers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.2.3.A, L.RF.2.3.B, L.RF.2.3.C, L.RF.2.3.D, L.RF.2.3.E, L.RF.2.3.F, L.RF.2.3.G, L.RF.2.4.A, L.RF.2.4.B, L.RF.2.4.C

L.WF.2.2.B, L.WF.2.2.D, L.WF.2.3.A, L.WF.2.3.B, L.WF.2.3.C, L.WF.2.3.D, L.WF.2.3.E, L.WF.2.3.F, L.WF.2.3.G

L.KL.2.1.A, L.KL.2.1.B

L.VL.2.2.A, L.VL.2.2.B, L.VL.2.2.C, L.VL.2.2.D, L.VL.2.2.E

L.VI.2.3.A, L.VI.2.3.B, L.VI.2.3.C

**Reading Learning Targets:** RL.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.TS.2.4, RL.PP.2.5, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RL.CT.2.8, RI.CT.2.8

**Writing Learning Targets:** W.IW.2.2.A, W.IW.2.2.B, W.IW.2.2.C, W.WP.2.4.A, W.RW.2.7

**Speaking/Listening:** SL.PE.2.1.A, SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1



**Overview of Activity/Focus**

**Teacher's Guide/ Resources**

**Core Instructional Materials**

**Technology Infusion**

<p><b><u>Word Work</u></b></p> <p>Phonemic Awareness: identify and produce rhyme, phoneme addition, phoneme blending, phoneme deletion, phoneme segmentation, phoneme substitution, identify syllables, phoneme reversal</p> <p>Phonics: open and closed syllables, CVCe syllables, final stable syllables, vowel team syllables, <i>r</i>-controlled vowel syllables</p> <p>Structural Analysis: Compound words, prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i>, and suffixes <i>-ful</i>, <i>-less</i>, contractions, possessives, comparative endings <i>-er</i>, <i>-est</i>, three or more syllable words</p> <p>High Frequency Words</p> <p>Vocabulary: words in context, paragraph clues, idioms, metaphors</p> <p>Handwriting</p> <p><b><u>Reading</u></b></p> <p>Genre: Expository Text</p> <p>Minilessons: Summarize, bar graph text feature, central idea and relevant details, main story elements: character and events, setting, strategy: reread, make connections, compare two texts, character perspective, craft and structure</p>	<p><i>Wonders</i> Teacher's Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p> <p>Sunday Essentials</p>	<p>Blackline masters</p> <p>Activity cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Differentiated Genre Passages</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p><i>Wonders</i> Interactive Student Edition</p> <p><i>Go Wonders</i> Online Tools and Games</p> <p>IXL</p> <p>Epic! Books</p> <p>Teach Your Monster to Read</p>
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