

**Quinton Township School District
English Language Arts Literacy- Phonics/Spelling
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Phonics/Spelling	Pacing:	45 Days
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Unit Summary: Students will consolidate their understanding of the phonological system of language and will use this knowledge as a tool for expanding their knowledge of how sounds and letters work together in words. They will recognize and write most of the simple high frequency words and will develop systems for learning more. They will easily use letter-sound information to take words apart in reading, that is, “phonics”, and to construct words in writing, and spelling.

Objectives:

- Students will be able to recognize beginning consonant clusters with r.
- Students will be able to identify words with short vowels.
- Students will be able to recognize a variety of word patterns.
- Students will be able to identify high frequency words.
- Students will be able to recognize and create compound words.
- Students will be able to identify words with long vowels.
- Students will be able to recognize beginning consonant clusters with s.
- Students will be able to identify and use onsets and rimes.
- Students will be able to recognize and use synonyms.
- Students will be able to form possessives.
- Students will be able to identify syllables in words with double consonants.
- Students will be able to identify the y sound in words.
- Students will be able to form past tense words by adding -ed.
- Students will be able to identify words with the oo vowel team.
- Students will be able to identify and use the silent e pattern.

Essential Questions:

- How do I figure out words I do not know?
- What will help me read words I cannot sound out?
- What are the sounds I hear in the words?
- What do I do when I do not understand the meaning of a word?
- How can word work help me with reading?
- How can I spell so other readers can read my words?
- How do I figure out the meaning of words with multiple meanings?
- How do parts of words help us understand word meanings?
- How does knowing homophones and homographs help me understand the meaning of a word?
- How do I use synonyms, antonyms, and closely related words to understand the meaning of a word or phrase?

Standards:

RF.2.3, RF.2.3a, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1e, L.2.2c, L.2.2d, L.2.4d, L.2.5

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 1-LS1- Recognizing beginning consonant clusters with r (make-say-check-mix)</p> <p>Lesson 2- LS-2-Identifying words with short vowel words (making words)</p> <p>Lesson 3-SP 1- Learning a variety of word patterns</p> <p>Lesson 4-HF 1-Learning high frequency words (make-say-check-mix)</p> <p>Lesson 5- WS 1- Recognizing compound words (making words)</p> <p>Lesson 6- WS 2- Making compound words</p> <p>Lesson 7-LS 3- Identifying words with long vowel sounds (making words)</p> <p>Lesson 8- LS 4- Identifying words with long vowel sounds (making words)</p> <p>Lesson 9- LS 5 Recognizing beginning consonant clusters with s (make-say-check-mix)</p> <p>Lesson 10- SP 2- Learning onsets and</p>	<p>Lessons 1- 20 “Phonics Lessons, Letters, Words, and How they Work” by Gay Su Pinnell & Irene C. Fountas</p>	<p>Lesson 1- chart paper, markers, magnetic letters, whiteboards, LS 1 word cards, consonant cluster linking chart, make-say-check-mix sheets</p> <p>Lesson 2- chart paper, markers, magnetic letters, whiteboards, LS 5 word cards, consonant cluster linking chart, make-say-check-mix sheets</p> <p>Lesson 3- Pocket chart, whiteboards, SP 2 word cards, three way sort sheets</p> <p>Lesson 4- Magnetic letters, pocket chart, letter cards, directions for Lotto, Lotto game cards,</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks
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<p>rimes: -ack, -ick (word sort)</p> <p>Lesson 11- HF 2- Learning high frequency words (Lotto)</p> <p>Lesson 12- WM 1- Recognizing and using synonyms</p> <p>Lesson 13- WS 3-Forming possessives (making sentences)</p> <p>Lesson 14- WS 4- Recognizing syllables in words with double consonants (word puzzle)</p> <p>Lesson 15- WS 5-Forming the past tense by adding ed (say and write)</p> <p>Lesson 16-WS 6- Forming the past tense by adding ed (three way sort)</p> <p>Lesson 17- WS 7- Recognizing syllables in words (syllable sort)</p> <p>Lesson 18- LS 6 -Recognizing beginning consonant clusters (closed word sort)</p> <p>Lesson 19- SP 3- Learning the silent e pattern (making word pairs)</p> <p>Lesson 20- SP 4- Learning onsets and rimes: -ame, -ate, -ake (three way word sort)</p>		<p>high frequency words</p> <p>Lesson 5- Pocket chart, markers, chart paper, list sheets, Lesson WS1 word cards</p> <p>Lesson 6- Chart paper, markers, Lesson WS 2 word cards</p> <p>Lesson 7- Pocket chart, category word cards, onsets and rimes, list sheets</p> <p>Lesson 8- Chart paper, markers, Concentration game cards made from LS 4 word cards and deck card template</p> <p>Lesson 9- Chart paper, markers, magnetic letters, small magnetic letters, whiteboards, LS 5 word cards, consonant cluster</p>	
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		linking chart Lesson 10- Pocket chart, whiteboard, Lesson SP 2 word cards, three way sort sheets	
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		<p>Lesson 11- Magnetic letters, pocket chart, whiteboards, letter cards, Lotto game cards, Category word cards, high frequency words</p> <p>Lesson 12- Chart paper, markers, Concentration game cards made from lesson WM 1 word cards and deck cards</p> <p>Lesson 13- Chart paper, markers, magnetic letters, apostrophe magnets, lesson word cards</p> <p>Lesson 14- Magnetic letters, Lesson WS 4 word cards, list sheets</p> <p>Lesson 15- Chart paper, markers, Lesson WS 5 word cards, list sheets</p>	
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		Lesson 16- Chart paper, markers, magnetic letters, Lesson WS 6 word	
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		<p>cards, three way sort cards sheets</p> <p>Lesson 17- Chart paper, markers, four way sort sheets, Lesson WS 7 word cards</p> <p>Lesson 18- Chart paper, markers, word study notebooks, consonant cluster linking charts, Lesson LS 6 word cards, three way sort cards</p> <p>Lesson 19- Chart paper, markers, magnetic letters, two column sheets, Lesson SP 3 word cards</p> <p>Lesson 20- Pocket chart, chart paper markers, three way sort sheets, Lesson SP4 word cards</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Self-reflections • Teacher-student conferences • Teacher Observations • Rubric • Anecdotal Notes 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas and Pinnell Benchmarks (Reading, Writing Words, and Phonics) Weekly Spelling Assessments</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge
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<ul style="list-style-type: none"> ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. 	<p>tutoring sessions</p> <ul style="list-style-type: none"> ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● 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)
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<ul style="list-style-type: none">• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy- Phonics/Spelling
Grade 2
Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Phonics/Spelling	Pacing:	45 Days
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Unit Summary: The students will continue to progress in the areas of phonics, writing, spelling. The students will develop the understandings they need to solve the more complex words they meet in texts and spell the wider range of words they need to express themselves in writing.

Objectives:

- Students will be able to expand knowledge of word parts and patterns such as word patterns, double vowels, vowels with r, onsets and rimes, and syllables.
- Students will be able to recognize and use antonyms.
- Students will be able to form plurals by adding s or es.
- Students will be able to identify ending consonant cluster pages.
- Students will be able to identify double consonants in the middle of words.
- Students will be able to identify medial consonant sounds.
- Students will be able to identify patterns with ee.
- Students will be able to identify and use high frequency words.
- Students will be able to explore synonyms and antonyms.
- Students will be able to recognize and use contractions.
- Students will be able to recognize consonants with two sounds.
- Students will be able to form comparisons with -er and -est.
- Students will be able to form past tense words.

Essential Questions:

- How do I figure out words I do not know?
- What will help me read words I cannot sound out?
- What are the sounds I hear in the words?
- What do I do when I do not understand the meaning of a word?
- How can word work help me with reading?
- How can I spell so other readers can read my words?
- How do I figure out the meaning of words with multiple meanings?
- How do parts of words help us understand word meanings?
- How does knowing homophones and homographs help me understand the meaning of a word?
- How do I use synonyms, antonyms, and closely related words to understand the meaning of a word or phrase?

Common Core State Standards/Learning Targets:

RF.2.3, RF.2.3a, RF.2.3b, RF.2.3e, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1e, L.2.2c, L.2.2d, L.2.4d, L.2.5

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 21- SP 5- Learning onsets and rimes: -ice, -ide, -ine</p> <p>Lesson 22- HF 3- Learning high frequency words 3</p> <p>Lesson 23-WM 2- Recognizing and using antonyms</p> <p>Lesson 24- WS 8- Identifying syllables in words</p> <p>Lesson 25- WS 9-Forming plurals with s and es</p> <p>Lesson 26- LS 10- Recognizing ending constants</p> <p>Lesson 27- LS 11- Noticing double constants in the middle of words</p> <p>Lesson 28- LS 12-Identifying medial consonants sounds and letters</p> <p>Lesson 29- SP 6- Learning onsets and rimes: -obe, -oke, -ore, -ope</p> <p>Lesson 30- SP 7- Learning onsets and rimes: -ing, -ink</p> <p>Lesson 31-SP 8- Learning patterns with double letters</p>	<p>Lessons 21- 50 “Phonics Lessons, Letters, Words, and How they Work” by Gay Su Pinnell & Irene C. Fountas</p>	<p>Lesson 21- Chart paper, magnetic letters, markers</p> <p>Lesson 22- Chart paper, magnetic letters, white boards</p> <p>Lesson 23-Chart paper, markers, Concentration game</p> <p>Lesson 24- White boards, markers, game chips, Lotto game</p> <p>Lesson 25- Pocket chart, magnetic letters, Lesson WS 9 word cards, Two-way sort sheets</p> <p>Lesson 26- Chart paper, markers, Go Fish game cards</p> <p>Lesson 27- Chart paper, markers, Follow</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks
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<p>Lesson 32- SP 9- Learning patterns with ee double vowels</p> <p>Lesson 33- HF 4- Learning high frequency words</p> <p>Lesson 34- WM 3-Exploring synonyms and antonyms</p> <p>Lesson 35- WS 10- Understanding contractions</p> <p>Lesson 36- WS 11- Forming contractions</p> <p>Lesson 37- LS 13- Summarizing consonant digraphs</p> <p>Lesson 38- LS 14- Recognizing consonants with two sounds : c, g, th</p> <p>Lesson 39- LS 15- Summarizing consonants with two sounds</p> <p>Lesson 40- SP 10- Learning patterns with oo double vowels</p> <p>Lesson 41- HF 5- Recognize and use high frequency words with three or more letters</p> <p>Lesson 42- WS 12- Summarizing contractions</p> <p>Lesson 43- WS 13- Forming comparisons with -er, -est</p> <p>Lesson 44- WS 14- Forming</p>		<p>the Path, Follow Game cards</p> <p>Lesson 28- Chart paper, markers, Lesson LS 12 word cards, pairs of word cards containing the same middle sound clipped together and the letter or letters representing the middle sound underlined in red</p> <p>Lesson 29- Chart paper, markers, category word cards, onsets and rimes, Spelling pattern sheets</p> <p>Lesson 30- Chart paper, small index cards, markers, Lotto game</p> <p>Lesson 31- Magnetic letters, chart</p>	
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<p>past tense Lesson 45- WS 15- Adding -er and doubling the consonants</p>		<p>paper, Lesson SP 8 word cards, list sheets Lesson 32- Chart paper, markers, list sheets, Follow the Path game</p>	
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<p>Lesson 46- WSA 10- Using word parts to solve words</p> <p>Lesson 47- WSA 11- Using what is known to solve words</p> <p>Lesson 48- WSA 12- Using letter clusters to solve words</p> <p>Lesson 49- SP 11- Learning onsets and rimes: -ail, -ain, -an</p> <p>Lesson 50- SP 12- Learning onsets and rimes: -ight</p>		<p>Lesson 33- Pocket chart, Concentration game cards and deck cards</p> <p>Lesson 34- Synonym and antonym chart made in Lesson WM 1 and 2, shared reading charts, word cards from the previous two lessons, Lotto game</p> <p>Lesson 35- Magnetic letters, cookie sheet, index cards, markers, Lotto game</p> <p>Lesson 36- Chart paper, markers, Concentration game</p> <p>Lesson 37- Chart paper, markers, LS 13 word cards, Four Way sort cards</p> <p>Lesson 38- Chart</p>	
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		paper, markers, LS 14 word cards, Two-Way Sort cards, Two-Way sheets Lesson 39- Chart paper, markers, Word	
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		<p>Study notebook, Concentration game, game cards from LS 15 and LS 14</p> <p>Lesson 40- Chart paper, markers, SP 10 word cards, Two Way Sort sheets</p> <p>Lesson 41- Pocket chart, Three Way sort sheet, High Frequency word cards</p> <p>Lesson 42- Magnetic letters, chart paper, markers, three column sheets, WS 13 word cards</p> <p>Lesson 43-Magnetic letters, chart paper, markers, Three Column sheets</p> <p>Lesson 44- Chart paper, markers, magnetic letters,</p>	
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		WS 14 word cards, list sheets Lesson 45- Magnetic letters, chart paper, markers, list sheets,	
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		<p>WS 15 word cards</p> <p>Lesson 46- Chart paper, cookie sheet, whiteboard, magnetic letters, markers, word ladder sheets</p> <p>Lesson 47- Pocket chart, Follow the Path game</p> <p>Lesson 48- Pocket chart, die with six consonants clusters or digraphs written on the sides, simple drawn cards (glove, clock, skate, shoe), WSA 12 word cards, Word Grid game</p> <p>Lesson 49- Chart paper, markers, pocket chart, Three Way Sort sheets, Three Way Sort Cards</p> <p>Lesson 50- Chart paper, markers, Follow the Path</p>	
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		Game, Cards made from SP12	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Self-reflections • Teacher-student conferences • Teacher Observations • Students’ published pieces • Rubric • Anecdotal Notes 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas and Pinnell Benchmarks (Reading, Writing Words, and Phonics) Weekly Spelling Assessments</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive
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<ul style="list-style-type: none"> ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize 	<ul style="list-style-type: none"> ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade)
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<p>online books, when available, to listen to oral recorded reading.</p> <ul style="list-style-type: none"> ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine 			<p>and Algebra 1 (8th grade).</p> <ul style="list-style-type: none"> ● 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)
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**Quinton Township School District
English Language Arts-Phonics/Spelling
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Phonics/Spelling	Pacing:	45 Days
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Unit Summary: In this unit, students will be able to demonstrate growth in knowledge of high frequency words and will continue to use word parts (phonograms, consonant clusters, vowel combinations) to decode words in reading. Students will continue to expand their knowledge in the areas of phonics and spelling. They will also continue to develop the understandings they need to solve the more complex words they meet in texts and increase their skills to continue to improve their spelling.

Objectives:

- Students will be able to make words with onsets and rimes.
- Students will be able to add prefixes and suffixes to words.
- Students will be able to form the past tense.
- Students will be able to form abbreviations of words.
- Students will be able to add letters to the beginning and ends of words to make new words.
- Students will be able to recognize beginning and ending consonant clusters.
- Students will be able to recognize vowel teams and identify their sound.
- Students will be able to identify patterns with ending consonant clusters.
- Students will be able to identify, read, and spell high frequency words.
- Students will be able to differentiate between meanings of multiple meaning words.
- Students will be able to create plural forms of words.

- Students will be able to identify homonyms.

Essential Questions:

- How do I figure out words I do not know?
- What will help me read words I cannot sound out?
- What are the sounds I hear in the words?
- What do I do when I do not understand the meaning of a word?
- How can word work help me with reading?
- How can I spell so other readers can read my words?
- How do I figure out the meaning of words with multiple meanings?
- How do parts of words help us understand word meanings?
- How does knowing homophones and homographs help me understand the meaning of a word?
- How do I use synonyms, antonyms, and closely related words to understand the meaning of a word or phrase?

Common Core State Standards/Learning Targets:

RF.2.3, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1e, L.2.1, L.2.2, L.2.4.B, L.2.4.C, L.2.4.D, L.2.5

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 51- HF 6- Learning High Frequency Words 6</p> <p>Lesson 52- WM 4- Exploring Simple Homophones 1</p> <p>Lesson 53- WM 5- Exploring Simple Homophones 2</p> <p>Lesson 54- WS 16- Adding Suffixes to Words Ending in <i>y</i></p> <p>Lesson 55- WS 17- Forming Past Tense: Summary for <i>ed</i> Words</p> <p>Lesson 56- WS 18- Forming New Words: Summary for Adding <i>s</i>, <i>ed</i>, and <i>ing</i></p> <p>Lesson 57- WS 19- Forming Plurals with Words Ending in <i>y</i></p> <p>Lesson 58- WS 20- Forming Abbreviations</p> <p>Lesson 59- WSA 13- Adding Letters to the Beginning and End of Words</p> <p>Lesson 60- LS 16- Recognizing and Using <i>ai</i>, <i>ay</i>, <i>oa</i>, <i>ee</i>, <i>ea</i>, <i>ow</i> Vowel Combinations</p> <p>Lesson 61- LS 17- Identifying Words with <i>ai</i>, <i>ay</i>, <i>ee</i>, <i>ea</i>, <i>oa</i>, <i>ow</i></p> <p>Lesson 62- LS 18- Recognizing <i>st</i> Consonant Clusters in Words</p>	<p>Lessons 51- 72 “Phonics Lessons, Letters, Words, and How they Work” by Gay Su Pinnell & Irene C. Fountas</p>	<p>Lesson 51- word search grid containing <i>so</i>, <i>moon</i>, <i>am</i>, <i>made</i>, <i>knew</i>, <i>see</i>, <i>does</i>, <i>name</i>, <i>every</i>, <i>end</i>, and <i>yes</i>, high frequency word list</p> <p>Lesson 52- Chart paper, markers, Lesson WM 4 word cards, lined four-box sheets</p> <p>Lesson 53- Chart paper, markers, word cards (lessons WM 1, WM 2, WM 4), word grids</p> <p>Lesson 54- Magnetic letters, chart paper, markers, cookie sheet, three-column sheets, lesson WS 16 word cards</p> <p>Lesson 55- Pocket</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks
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		chart, lesson WS 17 word cards, three-way sort cards, three-way	
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<p>Lesson 63- LS 19- Recognizing <i>mp, nd, nk, nt</i> Ending Consonant Clusters</p> <p>Lesson 64- SP 13- Learning about CVVC Patterns</p> <p>Lesson 65- SP 14- Summarizing Phonograms</p> <p>Lesson 66- HF 7- Learning High Frequency Words 7</p> <p>Lesson 67- WM 6- Exploring Simple Homographs</p> <p>Lesson 68- WS 21- Adding <i>-er</i> to Words Ending in <i>y</i></p> <p>Lesson 69- WS 22- Forming Comparatives with <i>-er</i> and <i>-est</i></p> <p>Lesson 70- WS 23- Forming Plurals for Words ending in <i>f</i></p> <p>Lesson 71- WSA 14- Removing Letters from the Beginning and End of Words</p> <p>Lesson 72- LS 20- Recognizing Beginning and Ending Consonant Clusters</p>		<p>sort sheets</p> <p>Lesson 56- Chart paper, markers, three-column sheets, lesson WS 18 word cards</p> <p>Lesson 57- Chart paper, markers, magnetic letters, lesson WS 19 word cards, two-way sort sheets</p> <p>Lesson 58- Chart paper, markers, Lotto game cards and directions, lesson WS 20 word cards</p> <p>Lesson 59- Magnetic letters, cookie sheets, lesson WSA 13 word cards, word pairs sheets</p> <p>Lesson 60- Magnetic letters, chart paper, markers, lesson LS</p>	
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		16 word cards, three-way sort sheets Lesson 61- Pocket chart, word card template for words: <i>rain, pail,</i> <i>day, pay,</i>	
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		<p><i>meet, feet, seat, beat, boat, soap, snow, row, Crazy Eights game cards with previous lesson's words,</i></p> <p>Lesson 62- Magnetic letters, small cookie sheet, lesson LS 18 word cards, two-way sort cards, two-way sort sheets</p> <p>Lesson 63- Chart paper, small index cards, markers, lesson LS 19 word cards, Lotto game cards and directions</p> <p>Lesson 64- Magnetic letters, list sheets</p> <p>Lesson 65- Chart paper, markers, magnetic letters or letter tiles, spelling</p>	
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		patterns sheets Lesson 66- Pocket chart, markers, category word cards, high frequency words, word ladder sheets	
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		<p>Lesson 67- Chart paper, markers, lesson WM 6 word cards, four-box sheets</p> <p>Lesson 68- Magnetic letters, cookie sheet, Lotto game cards and directions, lesson WS 21 word cards</p> <p>Lesson 69- Chart paper, markers, four-box sheets, lesson WS 22 word cards</p> <p>Lesson 70- Chart paper, markers, magnetic letters, lesson WS 23 word cards, two-column sheets</p> <p>Lesson 71- Magnetic letters, cookie sheet, lesson WSA 14 word cards, word pairs sheets</p> <p>Lesson 72- Pocket</p>	
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		<p>chart, pocket chart cards for: <i>crab</i>, <i>went</i>, <i>crush</i>, <i>brush</i>, <i>plan</i>, <i>burn</i>, <i>drink</i>, <i>plant</i>, <i>chart</i>, <i>sharp</i>, <i>friend</i>, <i>blind</i>, <i>send</i>, <i>print</i>, <i>black</i>, <i>slim</i>, <i>word</i>, <i>flower</i>, <i>stamp</i>, <i>blend</i>, <i>blast</i>, <i>from</i>, <i>work</i>, <i>bird</i>, lesson LS 20 word cards, directions and template for Word Ladders</p>	
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Formative Assessment Plan

Summative Assessment Plan

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student

- progress:**
- Self-reflections
 - Teacher-student conferences
 - Teacher Observations
 - Students' published pieces
 - Rubric
 - Anecdotal Notes

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:
Fountas and Pinnell Benchmarks (Reading, Writing Words, and Phonics)
Weekly Spelling Assessments

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Gifted and Talented Compacting Project that focuses on students'
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<p>to assist with task, so that all re aware of expectations.</p> <ul style="list-style-type: none">●Create modified assessments.●Allow students to utilize online books, when available, To listen to oral recorded reading.●Provide individualized assistance as necessary.●Allow for group work (strategically selected) and Collaboration as necessary.●Utilize homework recorder Within SIS.●Allow for copies of notes to be shared out.●Utilize assistive technology as appropriate.●Provide meaningful feedback and utilize teachable moments.●Utilize graphic organizers●Introduce/review study skills●Provide reading material at or slightly above students' reading levels.●Utilize manipulatives as necessary.●Establish a consistent and daily routine			<p>interests higher thinking skills, and areas of giftedness (ex. Creating a game for science, creating a diorama and book report)</p>
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**Quinton Township School District
English Language Arts-Phonics/Spelling
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Phonics/Spelling	Pacing:	45 Days
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Unit Summary: Throughout this unit, students will be able to demonstrate knowledge of 250+ high frequency words as well as the ability to read and write words with vowel combinations. Students will use knowledge of syllabication to divide words and recognize open and closed syllables. Students will practice how to read and write words with vowel combination phonograms. They will also continue to develop the understandings they need to solve the more complex words they meet in texts.

Objectives:

- Students will be able to recognize vowel combinations and identify their sounds.
- Students will be able to recognize patterns within consonant clusters.
- Students will be able to identify and say high frequency words.
- Students will be able to change spelling word form to plural.
- Students will be able to identify homonyms.
- Students will be able to apply vowel combination knowledge to spelling patterns.
- Students will be able to recognize open and closed syllables.

Essential Questions:

- How do I figure out words I do not know?
- What will help me read words I cannot sound out?
- What are the sounds I hear in the words?
- What do I do when I do not understand the meaning of a word?
- How can word work help me with reading?
- How can I spell so other readers can read my words?
- How do I figure out the meaning of words with multiple meanings?
- How do parts of words help us understand word meanings?
- How does knowing homophones and homographs help me understand the meaning of a word?
- How do I use synonyms, antonyms, and closely related words to understand the meaning of a word or phrase?

Common Core State Standards/Learning Targets:

RF.2.3, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1e., L.2.1, L.2.2, L.2.4.B, L.2.4.C, L.2.4.D, L.2.5

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 73- LS 21- Recognizing <i>ou</i>, <i>ow</i>, and <i>aw</i> Vowel Sounds Lesson 74- LS 22- Learning the Sound of <i>a</i> as in Cake 1: a-e, ay, ai Lesson 75- SP 15- Summarizing</p>	<p>Lessons 73-88 “Phonics Lessons, Letters, Words, and How they Work” by Gay Su Pinnell & Irene C. Fountas</p>	<p>Lesson 73- Pocket chart, Crazy Eights and directions Lesson 74- Chart paper, markers, lesson</p>	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● Chromebooks
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<p>Spelling Patterns with <i>a</i> Lesson 76- SP 16- Recognizing Patterns with Ending Consonant Clusters Lesson 77- HF 8- Learning High Frequency Words 8 Lesson 78- WM 7- Learning about Words with Multiple Meanings Lesson 79- WS 24- Changing Spelling to Form the Plural Lesson 80- WS 25- Making Plural Forms: Summary Lesson 81- WSA 15- Connecting Words That Sound the Same but Look Different Lesson 82- LS 23- Learning the Sound of <i>a</i> as in <i>Cake 2</i>: <i>ea</i>, <i>ey</i>, <i>igh</i>, <i>aigh</i> Lesson 83- SP 17- Learning about Vowel Combination Spelling Patterns Lesson 84- HF 9- Learning High Frequency Words 9 Lesson 85- WS 26- Recognizing Closed Syllables Lesson 86- WS 27- Recognizing Open Syllables Lesson 87- WS 28- Recognizing Open and Closed Syllables</p>		<p>LS 22 word cards, four-way sort cards, four-way sort sheets Lesson 75- Chart paper, markers, category word cards (onsets and rimes), spelling pattern sheets (2 per child) Lesson 76- Pocket chart, lesson SP 16 word cards, four-way sort cards, four-way sort sheets Lesson 77- Magnetic letters, category word cards (high frequency words), Go Fish game cards and directions Lesson 78- Chart paper, markers, WM 7 word cards,</p>	
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Lesson 88- WSA 16- Connecting		Four-Box sheets Lesson 79- Chart paper, markers, Lotto directions and game cards, WS 24 word cards Lesson 80- Chart	
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<p>Words- Same Spelling, Different Meaning</p>		<p>paper, markers, blank paper or Word Study Notebooks, WS 24 word cards Lesson 81- Chart paper, markers, Homonym Lotto game cards, WSA 15 word cards Lesson 82- Chart paper, markers, word cards from LS 22, four-way sort sheets Lesson 83- Chart paper, markers, Go Fish and directions (from SP 17 word cards) Lesson 84- Magnetic letters, Word Search made using the word search template and high frequency lists,</p>	
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		<p>directions for word searches</p> <p>Lesson 85- Chart paper, markers, magnetic letters, WS 26 word cards, list sheets</p> <p>Lesson 86- Chart paper, markers, WS 27 word cards, list sheets</p> <p>Lesson 87- Pocket chart, pocket chart card template, two-way sort sheets, WS 28 word cards</p> <p>Lesson 88- Pocket chart, sentence strips, pocket chart word cards for <i>bat, fly, drop, wind, read</i>, Concentration game cards and directions (WSA 16 word cards)</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Self-reflections • Teacher-student conferences • Teacher Observations • Students’ published pieces • Rubric • Anecdotal Notes 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas and Pinnell Benchmarks (Reading, Writing Words, and Phonics) Weekly Spelling Assessments</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing
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<p>instruction.</p> <ul style="list-style-type: none"> ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. 	<ul style="list-style-type: none"> ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● 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)
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<ul style="list-style-type: none">● Utilize graphic organizers● Introduce/review study skills ● <p>Provide reading material at or slightly above students' reading levels.</p> <ul style="list-style-type: none">● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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