

RUTHERFORD PUBLIC SCHOOLS

GRADE 2

**ENGLISH LANGUAGE ARTS
CURRICULUM**

2017

**Approved by the Rutherford Board of Education
June 9, 2014**

Revision Approved by the RBOE: June 15, 2015

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

The Grade 2 English Language Arts curriculum affords students interdisciplinary opportunities to become proficient in reading, writing, speaking, listening, and viewing. An integrated approach is utilized to develop independent, active, critical, and selective readers and writers. Students are provided instruction and practice in gathering and analyzing information, solving problems, and communicating effectively. Emphasis is placed on fostering an appreciation of reading as a life-long activity and a means of self-understanding.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

Curriculum Area	Instructional Activities
<p>Word Attack</p> <ul style="list-style-type: none"> • Phonetic Analysis <ul style="list-style-type: none"> • Initial, medial, final consonants • Consonant blends • Consonant digraphs • Short vowels and patterns • Long vowels and patterns • R-controlled vowels • Vowel variants and diphthongs • Silent consonants • Hard and soft c and g • Multi-syllable words • Structural Analysis <ul style="list-style-type: none"> • Compound words • Root words • Prefixes and suffixes • Comparative adjectives • Rhyming words • Contractions 	<p>Word Attack</p> <ul style="list-style-type: none"> • Use tiles/magnetic boards to sound/spell words. • Hold up letter cards in response to sounds. • Write dictated sounds and representative words. • Substitute vowels to make new and nonsense words. • Repeat sound/keyword cheers or raps. • Illustrate associated keywords for sounds/spellings. • Mark single and multi-syllable words as directed. • Match single syllables to form/write multi-syllable words. • Use supportive phonics worksheets and computer games. <ul style="list-style-type: none"> • List, match or mark words, endings and phonemes. • Cross out and add to root words. • Make word equations. • Use appropriate phonics and language worksheets and computer games. <ul style="list-style-type: none"> • “Write” words on desk, arm or in air.

<ul style="list-style-type: none"> • Sight Words <ul style="list-style-type: none"> • Irregular words • Story keywords 	<ul style="list-style-type: none"> • Identify/use current words in classroom on word walls. • Use flash cards for quick drill. • Keep individual word boxes for practice.
<p>Spelling Applications</p> <ul style="list-style-type: none"> • Weekly lists/sound spelling patterns • Word “families” • Word forms/rules <ul style="list-style-type: none"> ○ Base words ○ Plurals ○ Comparatives ○ Contractions ○ Inflected endings • Abbreviations • Frequently misspelled words • Proofing 	<p>Spelling Applications</p> <ul style="list-style-type: none"> • Discover patterns in lists. • Work with rhyme wheels. • Use games like “Ends and Blends.” • Refer to language and spelling handbooks. • Write posted rules. • Match singular to plural forms. • Cross out/add letters to make new forms. • Write difficult words five times each. • Fill-in word configuration boxes. • Do word searches and sorts. • Circle correct words among inaccurate spellings. • Engage in spelling “bees.” • Keep lists of often used abbreviations/difficult words. • Use current words in dictation activities. • Use a spelling dictionary for proofreading.
<p>Vocabulary</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Homophones/homographs • Multiple-meaning words • Context clues • Cross content vocabulary 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Use glossaries whenever possible. • Look for synonyms and antonyms in texts. • Use appropriate worksheets to review word comprehension. • Look up words in dictionaries and on the Internet. • Discuss word meaning as clarification is needed in each of the content areas. • Write and illustrate sentences to demonstrate word meanings. • Circle/highlight words in text that signal word understanding. • Keep a vocabulary notebook.
<p>Fluency</p> <ul style="list-style-type: none"> • Pausing • Phrasing • Inflection/intonation • Pacing • Self-correction • Volume 	<p>Fluency</p> <ul style="list-style-type: none"> • Read story in school, then at home to parent. • Read silently first, then orally. • Model pauses in a short text. Students then read chorally. • Mark text for phrases and then read. • Read the dialogue and storyteller parts in a story. • Paraphrase a sentence or paragraph, and then read it again. • Reading with one student.

	<ul style="list-style-type: none"> • Have text read into tape recorder; discuss, and redo for improvement. • Read a single sentence in a “fast and well-heard” story.
<p>Comprehension</p> <ul style="list-style-type: none"> • Literal Skills <ul style="list-style-type: none"> • Informational recall • Sequencing events • Paraphrasing • Story elements • Main idea and details • Similarities and differences • Critical Thinking Skills <ul style="list-style-type: none"> • Cause and effect • Drawing conclusions • Making inferences • Predicting • Comparisons • Interpretive Skills <ul style="list-style-type: none"> • Fact and opinion • Character analysis • Feelings • Traits • Motives • Author’s point of view • Mood/tone • Analogies • Similes • Understanding Media <ul style="list-style-type: none"> ○ Film/TV characters ○ Media messages <ul style="list-style-type: none"> ▪ Informing ▪ Entertaining ▪ Persuading 	<p>Comprehension</p> <ul style="list-style-type: none"> • Use worksheets, books designed for the specific skill. • Use cloze activities. • Answer “who, what, where, when” questions. • List story events with the help of sequence words. • Make flow charts and timelines. • Pass a “microphone” for students to speak into as they retell the story. • Use organizer pages and Venn diagrams. • Give titles (main ideas) to groups of details. • Track text as audiotape is played and pause for predictions. • Give focusing question or problem prior to reading the text. • Use cause and effect flow charts. • Pair or group students to discuss and draw a conclusion(s). • Use Venn diagrams. • Use books that allow for discussion of fact and opinion. • Interview student playing main character. • Start with a list of traits students can highlight for characters discussed. • Ask “Why. . . What do you think?” questions. • Write and explain a favorite character choice. • Refer to a chart of illustrated feelings in discussion. • Write a letter to an author about a text’s purpose. • Model use of similes in response to character emotions. • Explore an “analogy of the week.” • Start with a book character. Compare, contrast with media characters. Use Venn diagrams. • Discuss media purposes. View pieces that have a clear single purpose to identify. • Use published rating scales to assess ads, products and artwork.

<ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> ○ Interpreting ads ○ Judging products ○ Knowing effects of visual arts on emotions 	<ul style="list-style-type: none"> • Create an ad to “sell” something. • Use computer or artistic handiwork to design an appealing product. • Highlight incentives in printed ads. • Create and present a script for a commercial.
<ul style="list-style-type: none"> • Literary Appreciation <ul style="list-style-type: none"> ○ Fiction ○ Fantasy/fairy tales ○ Folk tales ○ Plays ○ Realistic fiction ○ Riddles, puns • Non-Fiction <ul style="list-style-type: none"> ○ Biography ○ Informational text ○ Articles ○ Personal narratives ○ Interviews ○ Letters • Poetry <ul style="list-style-type: none"> ○ Sound devices ○ Rhyme ○ Rhythm ○ Humor ○ Imagery ○ Mood • Book Choices <ul style="list-style-type: none"> ○ In-class reading ○ At-home reading 	<ul style="list-style-type: none"> • Note/compare features of different genres. • Post titles on a map according to countries of origin. • Read scripts and act out plays. • Read aloud from longer, higher-level pieces of literature to students on an on-going basis. Do a favorite author or illustrator study. • Read, post and share riddles and puns. • Explore biographies in the school library. • Use KWL Charts. • Find and list facts from an article. • Follow the directions of a “How To” article. • Respond orally or in writing to narratives and letters. • Interview a sample group and publish the work. • Keep a “poetry place” where children’s work and books of poems can be displayed. • Memorize and recite short poems. • Work with couplets, limericks and cinquains. • Write descriptive pieces and acrostics. • Feature a poem of the week or month for a chosen purpose. • Illustrate images brought to mind or mood felt listening to a poem. • Classroom, school and public libraries can be used for D.E.A.R. or S.S.R. selections. • Choices can also be used for shared reading at home. • Read-at-home minutes can be tallied weekly in a student log. • Simple comment forms can be filled out by parent/child when a book is shared. • Recommended reading can be posted by children for their classmates.

<p>Study Skills</p> <ul style="list-style-type: none"> • Text Components <ul style="list-style-type: none"> ○ Title page ○ Table of contents ○ Index ○ Graphic aids ○ Glossaries • Sources of Reference <ul style="list-style-type: none"> ○ Dictionary ○ Atlas ○ Internet ○ Library/media specialist • Organizing Information <ul style="list-style-type: none"> ○ Skimming ○ Classifying ○ Note-Taking ○ Paraphrasing/Summarizing • Test-Taking <ul style="list-style-type: none"> ○ Special vocabulary ○ Following directions ○ Strategies 	<p>Study Skills</p> <ul style="list-style-type: none"> • Discover, rediscover components as new books or content area texts are opened. • Use graphic aids in texts and Weekly Readers to answer questions. • Practice ABC order in a variety of activities. • Teach about guidewords and their purpose. • Use charts and graphs to record and report data. • Model use of tables of contents and indexes. • Use references in response to daily needs for information. • Model specific strategies for locating information. • Assign searches for information. • Have “reports” end with citing of source used. • Invite the media specialist to discuss sources of reference. • Learn about/model skimming. • Research simple topics and put “notes” on 3x5 cards. • Use notes to give a “talk” to the class. • Put column headings of needed information on a piece of paper before a search begins. • Study direction words/meanings, e.g., underline, mark, choose, solve, etc. • Practice listening, then reading directions for follow through. • Highlight direction on a page before beginning a task. • Discuss helpful test-taking strategies. • Read definitions/examples in Language Handbook. • Ask and Respond: Student A asks; student B responds – Roles are then switched.
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<p>Written Expression</p> <ul style="list-style-type: none"> • Sentence Types <ul style="list-style-type: none"> ○ Statements ○ Commands ○ Questions ○ Exclamations ○ Compound Sentences • Sentence Parts <ul style="list-style-type: none"> ○ Subject (Naming Part) ○ Predicate (Action Part) ○ Agreement of subject and predicate • Paragraphs/Story Writing <ul style="list-style-type: none"> ○ Titles/main ideas ○ Introductory sentence ○ Supporting details ○ Concluding sentence ○ Audience/purpose ○ Additional paragraphs • Mechanics <ul style="list-style-type: none"> ○ Rules for capitalization ○ Punctuation marks • Parts of Speech <ul style="list-style-type: none"> ○ Nouns/pronoun/possessives ○ Verbs and tenses ○ Adjectives/Adverbs ○ Irregular Verbs ○ Irregular Plurals ○ Collective Plurals • Process <ul style="list-style-type: none"> ○ Prewriting ○ Drafting ○ Revision ○ Evaluative forms 	<p>Written Expression</p> <ul style="list-style-type: none"> • Hold up one of four cards that identify sentences spoken. • Give students small object they must talk about in each of four different sentences. • Use a spinner to determine what type of sentence he/she will give orally. • Cut up a worksheet of parts and match to make silly sentences. • Change subjects (or predicates) to make new sentences. • Pick from cards with verb forms and give a sentence with the word picked. • Point out, discuss agreement in sentences of the day or week. • Work from story starters or picture prompts. • Use organizers (BME forms, the paragraph sandwich) as pre-writes. • Brainstorm possible introductory and concluding sentences. • Assign the audience or purpose to a task. • Use a paper form that is already indented early in the year. • Move to two-, and then three-paragraph writing as understanding and skill develop. • Use published materials for initially locating and circling errors in capitalization and punctuation. • Make corrections in sentences of the day or week. • Look to journal writing to assess application. • Mark parts of speech in identifiable ways in a short text. • Highlight all past tense verbs in a short passage. • Categorize, list all nouns on a page of text. • Assign using five adjectives in a descriptive piece. • Use webs, lists, organizers to pre-write often. • Complete a full-process writing with all five steps for a special purpose. • Have students use forms to evaluate themselves often.
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<ul style="list-style-type: none"> ○ Checklists ○ Rubrics ○ Proofreading ○ Publishing 	<ul style="list-style-type: none"> • Put writing in a portfolio for repeated looks at progress made.
<p>Oral Expression/Listening</p> <ul style="list-style-type: none"> • Group Discussion <ul style="list-style-type: none"> ○ Listening and speaking ○ Etiquette ○ Responding to ideas ○ Asking for clarification ○ Identifying problems ○ Contributing ideas/opinions • Oral Presentation <ul style="list-style-type: none"> ○ Clarity of ideas ○ Appropriate volume ○ Responding to questions ○ Understood by audience 	<p>Oral Expression/Listening</p> <ul style="list-style-type: none"> • Post Group Participation Rules. Discuss. • Sit on floor in a circle for some sharing of ideas. • Pass an object that gives the person holding it the power to speak. • Model restating someone’s ideas. Then role-play active-listening. • Give form to an ongoing discussion by writing on the board where class is in the process of problem solving. • Assign tasks that require presentation: “Bring and Brag,” Author’s Chair, etc. • Ask that presenting voices “hit” the wall being faced. • Post-presentation talk can include two questions, two statements about “best parts,” and two suggestions for future presentations.

PROFICIENCY LEVEL

This curriculum is appropriate for all students in Grade 2.

METHODS OF ASSESSMENT

Student progress and achievement are assessed through a variety of means that may include, but are not limited to, the following items:

- Formal
 - DRA
 - The teacher, at her/his discretion, will either perform a Progress Monitor or a DRA on each student in the last 4 weeks leading up to the end of the 1st Trimester in December.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 2nd Trimester in March.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 3rd Trimester in June.
 - Published tests
 - Teacher-made tests
 - Individual student writing portfolios
 - Homework
 - Class work
 - Class participation

- Projects
- Reading Open-ended Scoring Rubric
- Holistic Writing Scoring Rubric
- Standardized tests
- Informal
 - Teacher observation
 - Peer evaluation
 - Teacher/student feedback
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities.
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

GROUPING

Grade 2 English Language Arts classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this area. Students in Grade 2 Reading are homogeneously grouped by need(s).

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Grade 2 English Language Arts is a full-year course.

RESOURCES

- Speakers
 - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact the English Language Arts department office and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.2.A.1) (8.1.2.A.2) (8.1.2.A.3) (8.1.2.A.4) (8.1.2.A.5) (8.1.2.B.1) (8.1.2.C.1) (8.1.2.D.1) (8.1.2.E.1) (8.1.2.F.1) (8.2.2.A.1) (8.2.2.B.2)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Grade 2 may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.

- Textbooks
 - *Good Habits, Great Readers*. 2013. Pearson Education, Inc.
 - *Developmental Reading Assessment®*, Second Edition (DRA™2) ©2005 Professional Development, Pearson Education, Inc.
 - *Project Read*. 2012. Language Circle Enterprises.
- Supplemental Reading
 - Included at teacher discretion. Numerous supplemental materials from various publishers are utilized to aid lesson objectives. Teacher-chosen higher-level literature is used for reading aloud. Student book choices are made from classroom libraries of trade books.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

SUGGESTED ACTIVITIES

- Projects
- Read Across America Day
- Summer reading program
- Book club/book fair
- Guest readers
- Live performances
- Library visitations
- Weekly Reader
- Author visits
- Book making

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment-learning activities throughout the year. The following are suggestions, not limitations.

- Projects
- Read Across America Day
- Summer Reading Program
- Book Club/Book Fair
- Guest Readers
- Live Performances
- Library Visitations
- Weekly Reader
- Reading Contests (ex. Pizza Hut Book It)
- Author Visits
- Book Making

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

INTERDISCIPLINARY CURRICULUM COORDINATION

The Grade 2 English Language Arts curriculum has numerous possibilities for interdisciplinary connections. Reading and writing can be connected across the disciplines. Project and research report work that involves writing can also be connected to all disciplines.

PROFESSIONAL DEVELOPMENT

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

GRADE 2 HIGH FREQUENCY WORD LIST

the	there	my	name	such
of	use	than	good	because
and	an	first	sentence	turn
a	each	water	man	here
to	which	been	think	why
in	she	called	say	ask
is	do	who	great	went
you	how	oil	where	men
that	their	sit	help	read
it	if	now	through	need
he	will	find	much	land
was	up	long	before	different
for	other	down	line	home
on	about	day	right	us
are	out	did	too	move
as	many	get	means	try
with	then	come	old	kind
his	them	made	any	hand
they	these	may	same	picture
I	so	part	tell	again
at	some	over	boy	change
be	her	new	follow	off
this	would	sound	came	play
have	make	take	want	spell
from	like	only	show	air
or	him	little	also	away
one	into	work	around	animal
had	time	know	form	house
by	has	place	three	point
words	look	years	small	page
but	two	live	set	letter
not	more	me	put	mother
what	write	back	end	answer
all	go	give	does	found
were	see	most	another	study
we	number	very	well	still
when	no	after	large	learn
your	way	things	must	should
can	could	our	big	America
said	people	just	even	world

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
Grammar – Parts of Speech									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
Punctuation									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X

SECOND GRADE WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	<i>Beginning of Year Routines:</i> Introduce Writing Workshop; Build Base for Writing; Explore Read/Write Connections; Review Basic writing routines/conventions Descriptive Writing: definition poem	*one completed on demand piece to be saved for beginning of year assessment	Compare with beginning of year personal narratives *Used for teachers SGO *May continue for longer than 4 weeks
October	Descriptive Writing: descriptive paragraph Personal Narratives; Small Moments, story structure, authors craft	*one completed personal narrative to be saved for portfolio	* May be finished in the first weeks of November.
November	Informational Writing- How To Essay	*one completed personal narrative to be saved for portfolio	*Washington School- Turkey Sandwich
December	Opinion Writing- Persuasive Letter		*Washington School- Corresponds with Gingerbread Unit
January	Informational and Narrative Writing- Paragraph formation		
February	Realistic Story Narrative	*one completed all about writing to be saved for portfolio	
March	Realistic Story Picture prompts; writing to a prompt, story structure		
April	Informational Writing: How to Books; All About Books (second grade topic not yet decided)	*one completed all about writing to be saved for portfolio	
May	Descriptive Writing: poetry, sensory poems, fable		Ideas presented are examples; not all need to be complete *Can be moved/deleted for additional time for personal narratives or other writing that needs to be completed
June	Personal Narrative; Opinion Letter; End of Year Assessment	*one completed on demand narrative piece to be saved for end of year assessment and portfolio	Compare with beginning of year personal narratives *Used for teachers SGO

Timeline based on Good Habits, Great Readers and 2nd Grade New Jersey Student Learning Standards and subject to change based on class needs and teacher preference

Curriculum Map Revised 10/2016

GRADE 2 PHONICS SCOPE AND SEQUENCE

Lesson:	Unit:	Notes:
1	Unit 15 – Syllable/Closed Syllable	Unit 15 & 18 – Weave in/Infuse Review of Vowel Protectors and Digraphs (sh, ch, th, wh)
2	Unit 18 – tch/ Suffix -es	
3	Unit 28 – dge	
4	Unit 19 – R Controlled Syllable	Discuss exceptions like (i.e. ar next to w)
5	Unit 20 – Open Syllable / Suffix -ed	Emphasis on two syllable with open/closed and suffix -ed
6	Suffix –ed	
7	Unit 21 VCE / Suffix -ing	
8	Doubling Rule with suffixes –ed and -ing	Link Double Rule to Dropping Rule
9	Unit 22 – 5 Cutting Patterns and Review of Syllable Types	
10		
11	Unit 23 – Y as a Vowel	
12		
13	Unit 24 – Vowel Teams	
14		
15		
16	Review	
17	Unit 25 – Short ea	
18	Unit 27 – CLE Syllable	
19		
20	Unit 29 – Diphthong oo	

21	Unit 30 – Diphthongs oi/oy	
22	Unit 31 – Diphthongs ow/ou	
23	Unit 33 – Soft C/Soft G	
24		
25	Unit 34 – Diphthongs au/aw	
26	Unit 35 – Diphthongs ew, ue, ui	
27	Unit 36 – Seven Kinds of Syllables	
28	Unit 37 – Diphthong Grapheme patterns	
29	Unit 38 – R-Control Patterns	
30	Unit 39 – Long Vowel Grapheme Patterns	
31	Unit 40 – PH/CH Alternate Sounds	
32	Unit 41 – Silent Letter Combinations	
33	Unit 42 – Silent E	
34	Unit 32 – Common Suffixes	Focus on meaning
35		
36		

Reading Comprehension Curriculum Map

September	Oct/Nov	Nov/Dec	January	Feb/March	March/April	May/June
Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
<p>UNIT 1: Getting to Know Yourself as a Reader</p> <p><u>Week 1-</u> Taking Care of Books</p> <p><u>Week 2-</u> Choosing Books</p> <p><u>Week 3-</u> Knowing Yourself as a Reader</p> <p><u>Week 4-</u> Building Reading Stamina</p>	<p>UNIT 2: Making Sense of Text</p> <p><u>Week 1-</u> Predictions</p> <p><u>Week 2-</u> Asking Questions</p> <p><u>Week 3-</u> Problem Solving Unfamiliar Words</p> <p><u>Week 4-</u> Summarizing and Retelling</p>	<p>UNIT 3: Using What They Know</p> <p><u>Week 1-</u> Making Connections</p> <p><u>Week 2-</u> Activate Background Knowledge</p> <p><u>Week 3-</u> Building Vocabulary and Concept Knowledge</p> <p><u>Week 4-</u> Making Inferences</p>	<p>UNIT 4: Understand How Stories Work</p> <p><u>Week 1-</u> Understanding Story Grammar</p> <p><u>Week 2-</u> Understanding Story Grammar</p> <p><u>Week 3-</u> Identifying and Understanding Literary Devices</p> <p><u>Week 4-</u> Identifying and Using Text Features</p> <p>*Determine Central Message of a Story</p>	<p>UNIT 5: Read to Learn</p> <p><u>Week 1-</u> Setting and Monitoring Your Purpose</p> <p><u>Week 2-</u> Identifying and Using Nonfiction Features and Structures</p> <p><u>Week 3-</u> Identifying and Using Nonfiction Features and Structures</p> <p><u>Week 4-</u> Identifying and Using Nonfiction Features and Structures</p>	<p>UNIT 6: Monitor and Organize Ideas and Information</p> <p><u>Week 1-</u> Taking Notes on Fiction</p> <p><u>Week 2-</u> Taking Notes on Nonfiction</p> <p><u>Week 3-</u> Self Monitoring and Self-Correcting</p> <p><u>Week 4-</u> Visualizing</p>	<p>UNIT 7: Think Critically About Books</p> <p><u>Week 1-</u> Responding to Characters</p> <p><u>Week 2-</u> Evaluating Nonfiction</p> <p><u>Week 3-</u> Engaging with Books</p> <p><u>Week 4-</u> Identifying and Evaluating the Theme of the Book</p>

Phonics, Grammar and Writing Curriculum Map

September	October	November	December	January
<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Subject and Predicate Capitalization of Sentences Complete Sentences</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Subject and Predicate Capitalization of Sentences Complete Sentences</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Proper Nouns Sentence Types</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Compound Sentences Lists Commas Plural Nouns Collective Nouns Titles</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Action Verbs End Punctuation Transition Words/Phrases Verb Tense Dialogue Possessive Nouns</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>

February	March	April	May	June
<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Complete Sentences Simple Sentences Compound Sentences</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Linking Verbs Irregular Verbs Helping Verbs Possessive Nouns Possessive Pronouns Possessive Plural</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Reflexive Pronouns Possessive Pronouns Contractions Subject Verb Agreement</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Punctuation Adjectives Articles Adverbs</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>	<p>High Frequency Words Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p> <p>Grammar Mechanics Revision Publishing</p> <p>Writing Teacher will follow scope and sequence found in this curriculum document.</p>