RL.2 Reading Literature Text

☐ Ask and answer questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details. (RL.2.1)
☐ Recount stories and determine their central message/theme, lesson, or moral. (RL.2.2)
☐ Describe how characters in a story respond to major events and challenges using key details. (RL.2.3)
☐ Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL.2.4)
☐ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. (RL.2.5)
☐ Acknowledge differences in the points of view of characters. (RL.2.6)
☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
☐ Compare and contrast two or more versions of the same story by different authors or from different cultures.RL.2.9)
☐ Read and comprehend literature at grade level text complexity or above with scaffolding as needed. (RL.2.10)

Essential Questions	Enduring Understandings
How does understanding the features of print make language more meaningful?	The understanding of features, structures, and characteristics of print helps readers make meaning of print.

Suggested Activities and Resources (in addition to guided reading and leveled materials)	Suggested Assessments
Model how to locate and interpret features with teacher think-alouds; Teach sentence and paragraph conventions with mini-lessons during writing workshop; Use a variety of nonfiction texts to practice interpreting graphic features.	Observe child during writing workshop activities to see if print conventions are being used; Use guided reading groups to assess how well students are using table of contents, chapter headings, and graphic features; Assess use of graphic features during content area assessments, including tests.

RI.2 Reading Informational Text

- ☐ Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. (RI.2.1.)
- ☐ Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2.)
- ☐ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3.)
- ☐ Determine the meaning of words and phrases in a text relevant to a grade equivalent topic or subject area. (RI.2.4.)
- ☐ Know and use various text features to locate key facts or information in a text efficiently. (RI.2.5.)
- ☐ Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6.)
- ☐ Explain how specific illustrations and images contribute to and clarify a text. (RI.2.7.)
- ☐ Describe and identify the logical connections of how reasons support specific points the author makes in a text. (RI.2.8.)
- ☐ Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9.)
- ☐ Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. (RI.2.10.)

Essential Questions	Enduring Understandings
How do readers make sense of text? What do readers do when they don't understand what they are reading?	Good readers use strategies to help them make sense of what they are reading. They read accurately, smoothly and with expression to help them understand text.

Suggested Activities and Resources (in addition to guided reading and leveled materials)	Suggested Assessments
Model fluency daily with read alouds. Use Readers' Theater, paired reading, echo reading, and choral reading activities to help students develop fluency; Use think-alouds and show students how to make connections, infer, and develop questioning strategies; Eventually elicit connections, inferences, and questions from students. Have them record on a chart, graphic organizer, bookmark, or sticky, explaining their thinking; Use book clubs to group students by ability/interest so they can focus on applying strategies to their reading.	Assess fluency using a rubric and running record. Elicit a retelling of the same passage to assess comprehension. Use results to help determine guided reading groups; Assess how students are using strategies by reviewing their charts, bookmarks, or stickies. It is important to evaluate how meaningful their connections, inferences, and questions are and if they use text support; Use a simple story map to evaluate their understanding of characters, setting, and plot.

2

RF.2 Reading Foundation Skills

- ☐ Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3.)
- ☐ Read with sufficient accuracy and fluency to support comprehension. (RF.2.4.)

Essential Questions	Enduring Understandings
How are sounds represented by letters? How do I figure out a word I do not know?	Letter and letter combinations represent the sounds of our language. Readers use letter-sound correspondence, pictures, language structure, and context to decode new words.
Suggested Activities and Resources (in addition to guided reading and leveled materials) Play *Guess My Message* by putting a secret message on the board, using blanks for each letter. Students guess, similar to *Hangman* or *Wheel of Fortune*; Give plenty of opportunities for word sorting and making words, incorporating the spelling patterns being taught; Have students keep a word study notebook where students can collect words fitting specific patterns or syllable rules. Create games that have students match vowel or consonant patterns.	**Suggested Assessments** Use a phonological assessment checklist to evaluate if a student can substitute middle sounds. Assess how many word wall words each child has mastered; Use observations and running records during guided reading groups to assess students' use of decoding strategies. Focus instruction and grouping based upon the needs of students; Use a developmental spelling test to assess a student's spelling/decoding level.

Anchor Standards for Reading

KEY IDEAS AND DETAILS	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
CRAFT AND STRUCTURE	
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
INTEGRATION OF KNOWLEDGE AND IDEAS	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
NJSLSA.R9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently

W.2 Writing

- ☐ Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a conclusion. (W.2.1.)
- ☐ Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. (W.2.2.)
- ☐ Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3.)
- ☐ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. (W.2.5.)
- ☐ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6.)
- ☐ Participate in shared research and writing projects (W.2.7.)
- ☐ Recall information from experiences or gather information from provided sources to answer a question. (W.2.8.)

Essential Questions	Enduring Understandings
How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing?	Good writers express themselves by sharing and developing their ideas. Good writers use the necessary strategies, traits, and forms that best fit their purpose and audience.
Suggested Activities and Resources **(in addition to guided reading and leveled materials)** Introduce the concept of writing workshop and put procedures into place the first week of school; Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini lesson; Incorporate short conferences into the workshop routine. Praise one thing the child has done as a writer, then teach one concept, skill, or strategy that will help the child improve the piece. Use word walls and personal dictionaries that support students' efforts; Use quality picture books to study an author's use of specific tools, traits, or strategies; Develop mini lessons that focus instruction on specific tools, traits, or strategies; Plan a year-long curriculum that addresses a variety of genres; Plan a celebration at the end of a unit, such as an author's tea or book placement ceremony.	**Suggested Assessments** Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart. Record what you have taught in individual conferences, what you must teach soon, and what the child can do independently. Use the writing folder as a primary assessment tool. Writing during a particular unit should be accumulated. At the end of the unit, some of the work can be sent home, but some is selected for the child's portfolio. Use the checklist system discussed in 3.2.2 A at the end of each unit.

Anchor Standards for Writing

TEXT TYPES AND PURPOSES	
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PRODUCTION AND DISTRIBUTION OF WRITING	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RANGE OF WRITING	
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.2 Speaking & Listening

- ☐ Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups. (SL.2.1.)
- ☐ Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2.)
- ☐ Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3.)
- ☐ Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.)
- ☐ Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5.)
- ☐ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.2.6.)

Essential Questions	Enduring Understandings
How do we speak so others will listen and understand us? How does a discussion help us? How can we listen and understand a message?	Speakers use the right elements and format to fit their purpose and audience; Speakers question and share during a discussion to explore ideas and clarify thinking; Good listeners focus to make sense of the message they hear so they can respond appropriately.
Suggested Activities and Resources (in addition to guided reading and leveled materials) Provide opportunities for students to participate in a variety of discussions. Use a T-chart (Looks Like/Sounds Like) to explicitly teach proper speaking behaviors, such as staying focused; Model proper speaking behaviors; Use Think-Pair-Share to encourage the sharing of ideas between/among peers. Move from pairs to cooperative groups; Provide opportunities for informal presentations, dramatizations, and role-playing. Plan activities whereby students must follow oral directions to create simple crafts/products; Play recordings and have students listen for a specific purpose, such as details or interesting words; Using a simple graphic organizer will help students focus.	**Suggested Assessments** Listen carefully to student discussions, noting any oral language difficulties or lack of social conventions; Assess story retellings for elaboration, sequencing, and accuracy; Read aloud a short story and ask questions about details or plot; Evaluate how well the student has followed directions to create the end product; Evaluate the graphic organizer used during a listening activity.

September 2017

Anchor Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION	
NJSLSA.W1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.W2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.W3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PRESENTATION OF KNOWLEDGE AND IDEAS	
NJSLSA.W4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.W6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.2 Language

- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1)
- ☐ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2).
- ☐ Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.2.3.)
- ☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from an array of strategies. (L.2.4.)
- ☐ Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.2.5.)
- ☐ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6.)

Essential Questions	**Enduring Understandings**
How are sounds represented by letters? How do I figure out a word I do not know? Why do we follow rules of language?	Letter and letter combinations represent the sounds of our language; Readers use letter-sound correspondence, pictures, language structure, and context to decode new words; The rules of our language help readers understand what the author is saying.
Suggested Activities and Resources (in addition to guided reading and leveled materials)	**Suggested Assessments**
Use a word wall, introducing 5-10 new high frequency words each week; Play word wall games daily; Play *Guess My Message* by putting a secret message on the board, using blanks for each letter; Students guess, similar to *Hangman* or *Wheel of Fortune*; Give plenty of opportunities for word sorting and making words, incorporating the spelling patterns being taught; Have students keep a word study notebook where students can collect words fitting specific patterns or syllable rules; Create games that have students match vowel or consonant patterns; Use writing workshop mini-lessons to demonstrate how to punctuate/capitalize sentences, use commas, and form plurals/contractions correctly; Have students edit the morning message daily, reinforcing a specific rule; Use *Making Words* activities to reinforce conventional spelling; Conduct word hunts for high frequency words, plurals, or contractions.	Use a phonological assessment checklist to evaluate if a student can substitute middle sounds; Assess how many word wall words each child has mastered; Use observations and running records during guided reading groups to assess students' use of decoding strategies; Focus instruction and grouping based upon the needs of students; Use a developmental spelling test to assess a student's spelling/decoding level. Use students' writing folders to assess use of conventions; Assess the daily editing activity. Reteach or reinforce skills in guided groups or whole class as needed.

Anchor Standards for Language

CONVENTIONS OF STANDARD ENGLISH	
NJSLSA.W1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.W2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
NJSLSA.W3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
VOCABULARY ACQUISITION AND USE	
NJSLSA.W4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.W5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.