

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project
 Aligned to the 2009 New Jersey Core Curriculum Content Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Curriculum Design Template

Content Area: English Language Arts

Course Title: ELA

Grade Level: 2

<p align="center">Unit Plan 1</p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">September –October</p>
<p align="center">Unit Plan 2</p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">November-December-January</p>
<p align="center">Unit Plan 3</p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Explanatory Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">February-March</p>
<p align="center">Unit Plan 4</p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Explanatory, Poetry, Persuasive, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">April</p>
<p align="center">Unit Plan 5</p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Explanatory, Poetry, Persuasive, Reflective ,Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">May- June</p>

Date Created:
July 21, 2011

Board Approved on:

Unit Overview Template

Content Area: English Language Arts

Unit Title: 1 - 5

Target Course/Grade Level: 2

Unit Summary:

Unit 1: Comprehension and the appreciation of fiction and non-fiction text will be the focus of this unit. Writing to express ideas and emotions through narrative and descriptive styles will complement writing. The application of grade-level phonics and word analysis skills is paramount.

Unit 2: Comprehension will continue and the interpretation of fiction and non-fiction text will be introduced. Communication of information on related themes will continue. Writing will be expanded to include informational writing pieces. The application of phonemic awareness and phonics in reading and writing will be ongoing.

Unit 3: Seeking mastery in reading and interpreting and the introduction to analyzing fiction and non-fiction text will be the focus. Writing will be expanded to include explanatory writing pieces. Writing and speaking using the conventions of the English grammar will be emphasized.

Unit 4: Comprehension, interpretation, and analysis will continue in conjunction with the introduction of evaluating fiction and non-fiction text. Expansion of writing will include persuasive pieces. Exposure to various types of poetry through reading and writing will lead to the composition of individual pieces. Application of knowledge of grammar and usage in all areas of literacy will be applied.

Unit 5: Comprehension, interpretation, analysis and evaluation of fiction and non-fiction text will lead to an appreciation of a variety of literary genres. Writing will be expanded to include reflective pieces. Command of the conventions of standard English grammar and usage when writing or speaking will be demonstrated.

These units serve as a guide to complement each district's language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the [Career Clusters Table](#).)

Unit Rationale

Big Questions

Unit 1:

How do good readers employ strategies to help them understand text?

How do good writers use the conventions of Standard English grammar to develop their ideas in order to produce stories from personal experiences?

Unit 2:

How does understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning?

How do good writers use a repertoire of strategies that enables them to convey ideas and information?

Unit 3:

How do good readers interpret and analyze text to make it personally relevant and useful?

How do writers use the conventions of Standard English grammar to write for different purposes and audiences?

Unit 4:

How do good readers develop fluency and reading strategies for both decoding and comprehension?

How do good writers use the conventions of writing to convey meaning?

Unit 5:

How do good readers connect knowledge from the text with their own background knowledge and experience to reflect and respond to text?

How do writers consider knowledge and experiences to write reflectively?

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Learning Targets	
Standards: As noted below	
Content Statements This unit will infuse the common core standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These include the reading standards for literature (RL.2.1-7,9-10), informational text (RI.2.1-4,6-10), and foundational skills (RF.2.3 & 4). It also includes writing (W.2.1-3,5-8), language (L.2.1-6), speaking and listening (SL.2.1-6). This unit will also infuse the 21st Century Themes and standards (9.1-4). These themes will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world, as they relate to the individual, global society and the universe.	
#	Common Core Standards for Mastery
RL.2.1	Ask and answer such questions as who, what, where, when why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
RI.2.7	Identify the main purpose of a text, including what the author wants to answer, explain, or

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	describe.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.1	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 (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	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.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by linking their comments to the remarks of others.

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge; boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>(e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? <p>Writing:</p> <ul style="list-style-type: none"> • Does my story make sense? Is it complete (beginning, middle, and end)? • How do purpose and audience affect the rules I follow and choices I make as I write? • Can I use a variety of purposes to communicate my ideas in writing? <p>Research:</p> <ul style="list-style-type: none"> • Why is it important to solve problems? • How do I know information is relevant, significant, and accurate? • What different resources can I use to help me understand my topic better? <p>Language:</p> <ul style="list-style-type: none"> • How can we communicate ideas in a way that others will understand? 	<p>Unit Enduring Understandings</p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. <p>Research:</p> <ul style="list-style-type: none"> • Research is the process of gaining information from a variety of resources. • We use information to support our thinking • We will enhance our learning by using many resources and by using technology. <p>Language:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear.

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<p>Listening & Speaking:</p> <ul style="list-style-type: none">• Can I listen and respond to what I hear?• How can I become a better listener and speaker? <p>Media:</p> <ul style="list-style-type: none">• Why do we have media?• What different types of media can I use for different purposes?	<p>Listening & Speaking:</p> <ul style="list-style-type: none">• Good listening and speaking skills help us better understand each other.• Listening and responding to what we hear develops our understanding and knowledge.• Through listening and speaking we will become clear and effective communicators. <p>Media:</p> <ul style="list-style-type: none">• Understanding a variety of media tools will help us better understand what we read, see, and hear.• The purpose of different forms of media is to influence our thinking in different ways.• We will use media to enhance our thinking and learning.
<p>Unit Learning Targets</p> <p>Reading:</p> <p><i>In the area of literary text, the student will:</i></p> <ul style="list-style-type: none">• be exposed to different literary genres: including fantasy, nursery rhymes, folktales, fables and poetry• distinguish between fiction and non-fiction• learn (enjoy/listen to) a variety of books, poems, chants, songs• identify characters and setting• retell dramatic stories with puppets/props• identify cover, title, author, illustrator of book• compare and contrast different versions of the same story (participate in discussion)• sequence events <p><i>In the area of comprehension, the student will learn the following strategies:</i></p> <ul style="list-style-type: none">• identify characters, setting, and main idea• compare/contrast versions of the same story.• make connections to their lives or other stories.• use prior knowledge <p>Before Reading:</p> <ul style="list-style-type: none">• make predictions based on prior knowledge and preview of text• describe illustrations in a book (picture walk)• set purpose for reading• identify and demonstrate an awareness of text features• apply effective strategies for self-selected reading based on difficulty, interest, topic, etc.• select appropriate “just right” reading materials• preview text to establish an initial impression of what the book is about	

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- compare and contrast predictions: Support by answering "Why?"

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, heading, table of contents, index, charts, graphs, diagrams and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- compare/contrast versions of the same story.
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally and in writing)
- share favorite parts of book using supporting details from the story (orally and in writing)
- identify key elements and condense important information into their own words
- judge, justify and or/defend understanding to determine importance
- synthesize to create their own perspectives and understanding from reflecting on the text.

In the area of Literary Text, the student will:

- identify stories/books as fiction or nonfiction
- participate in shared literature discussions before, during and/or after reading or listening to a story
- identify author's purpose/message
- produce a written response to a story

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

In the area of Informational Text, the student will:

- determine main idea using headings, (lead) topic sentences, and important details in grade level texts
- respond to informational text
- identify the author's purpose w/ support from text (to persuade, teach, and inform)

Fluency

In the area of fluency, the student will:

- read aloud grade level text w/ fluency and expression
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using expression
- recognize a set of high frequency words
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express

Phonemic Awareness/Phonics

In the areas of phonemic awareness and phonics the student will:

- provide accurate vowel and consonant sounds
- segment and blend syllables orally
- decode and identify consonant clusters: blends and digraphs.
- decode and identify the sound of hard and soft c and the f sound of ph.
- identify the sounds of variant vowels(blew, boot)
- decode and identify diphthongs (ou,ow,oi,oy)
- decode and identify r-controlled vowels
- decode and identify silent consonant-consonant patterns- fudge, catch
- read grade-level high frequency words with irregular spelling patterns
- apply structural analysis to read unknown words that include:
- link number of vowel sounds with number of syllables
- take apart one and two syllable words
- use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river)
- recognize and apply knowledge of phonics to read unknown words
- segment and blend consonants and vowels
- recognize and read:
 - compound words when at least one part is known
 - words with CVC pattern
 - contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't
 - initial consonant digraphs ch, sh,th,wh
 - final consonant digraphs ck,ch,sh,ng,nk,th
 - silent letter patterns wr,kn,igh,mb
 - R-controlled vowel patterns er,ir,ur

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- diphthongs ou, ow (cow), oi, oy
- vowel digraphs ai, ay, ea, ie, oa, oo, ow (blow)
- use word parts and patterns from known word or words to solve unknown word (Spr-ing + Spr-out = SPROUT)

Vocabulary/Grammar/Spelling

In the area of vocabulary, the student will:

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context.
- uses context clues to determine word meanings.
- determine meaning of possessives in context.
- determine meaning of irregular plural nouns.
- divide words into syllables to decode
- determine and explain meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives.

In the area of grammar, the student will:

- define nouns, verbs, and adjectives and use them correctly
- be introduced to the comparative and superlative forms of adjectives in sentences
(e.g. I am taller than you. Jimmy is the tallest boy in class).
- use a and an correctly
- make common verbs agree with singular and plural subjects
- use the present, past, and future verb tenses appropriately in speaking and introduce in writing
- identify common and proper nouns
- make singular nouns possessive by adding 's

In the area of spelling, the student will:

- spell words with consonant blends and clusters, digraphs in the middle of words (e.g., exclaim, photograph, brother, stripe)
- spell words with qu pattern (e.g., queen)
- spell words with variant vowels (e.g., blew, boot, ball, author, paw, good).
- spell words with diphthongs (e.g., loud, how, oil, boy)
- spell words with r-controlled vowels (e.g., art, orange, mother, bird, turn, deer, fair, hear, board.
- spell words with silent consonant-consonant patterns (e.g., fudge, walk, could, wrong, sign, knock) and consonant-silent consonant patterns (climb, hymn, listen).
- spell grade appropriate irregular plural nouns (e.g., feet, deer, leaves, mice)
- spell contractions (e.g., 've, 'll, 're, 'd, 'm, and n't)
- divide words into syllables or chunks to spell words.

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Writing:

In the area of sentence structure, the student will:

- differentiate between complete sentences and sentence fragments

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- use commas in a list.
- be introduced to commas in a series.
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence and proper nouns.
- be exposed to quotation marks, apostrophe, and comma between city and state, day and year
- use appropriate punctuation in the format of a friendly letter.
- use and spell grade-level homophones in writing (.e.g., brake-break,tail-tale, meat-meet)
- understand that punctuation enhances communication
- use a combination of conventional spelling and temporary spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- share writing-generating ideas
- interact with others in order to "share the pen"
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- takes risks with writing

In the area of narrative writing, the student will:

- see a purpose for writing
- contribute to a class letter
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- create a storyboard to tell a story
- use descriptive details that enable readers to create mental images
- use a variety of sentence (beginnings) structures and lengths.
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

In the area of argument writing, the student will:

- write a topic sentence
- write supporting details
- write a concluding statement
- write to inform-purpose
- demonstrate an understanding and awareness of the audience
- contribute to a class document that gives information about what was learned (science, social studies)
- use and contribute to K.W.L. charts
- be exposed to transition words; first, then, next, finally

In the area of persuasive writing, the student will:

- orally support opinion (why they like something) by answering "why?"
- give an opinion using appropriate vocabulary
- write to persuade a target audience (with support).
- establish a clear position on a topic and support the position with relevant evidence (with support-2 or 3 examples depending on student's ability)

In the area of practical application of writing, the student will:

- contribute regularly to morning message, class letters, journals
- contribute (in a shared writing) to a class set of directions
- write first and last name
- label objects
- make lists
- identify and apply the parts of a friendly letter (with assistance):
 - Heading
 - Greeting (Salutation)
 - Body
 - Closing
 - Signature
- demonstrate the ability to fill out basic information on a form (ie: forms that require name, date, address...)
- write two-step directions for completing a task in sequential order.

Speaking/Listening

In the area of questioning strategies in listening, the student will:

- attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)

In the area of developing active listening skills, the student will:

- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- body language indicates listening
- focus on speaker and topic

In the area of speaking, the student will:

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes

In the area developing communication skills, the student will:

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience

In the area of formulating and answering questions, the student will:

- use **BKWLQ** chart to generate pertinent questions and organize thinking for research:
 - **B**ackground knowledge
 - prior **K**nowledge (schema)
 - what student **W**ants to learn
 - what student **L**earned
 - **Q**uestions the student still has
- use and spell grade-level homophones in writing (.e.g., *brake-break, tail-tale, meat-meet*)
- be exposed to transition words; first, then, next, finally

Vocabulary/Grammar/Spelling

In the area of vocabulary, the student will:

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context.
- uses context clues to determine word meanings.
- determine meaning of possessives in context.
- determine meaning of irregular plural nouns.
- divide words into syllables to decode
- determine and explain meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives

Research/Media

In the area of print resources, the student will:

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special type face)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience.

In the area of print and non-print media structures, the student will:

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

In the area of non-print resources, the student will:

- talk with resource person

In the area of primary and secondary sources, the student will:

- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)

Evidence of Learning

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| • Journal | • Cooperative learning groups |
| • Class discussion | • Open-Ended Questions |
| • Teacher observations | • Writer's Workshop |
| • Do-Nows | • Writing Assignments |
| • Literary Projects | • NJ Holistic Scoring Rubric |
| • Vocabulary quizzes | • Peer editing |
| • Literature circles | • Self-evaluation |
| • Graphic organizers | • Teacher Conferences |
| • Multiple choice tests | • Portfolios |
| • Timed readings/writings | • Running Records |
| • Literature discussions | • Practice Presentations |
| • Literature responses | • Visual Representations |
| • Questioning | • Kinesthetic Assessments |
| • Exit/Admit Slips | • Individual Whiteboards |
| • Learning/Response Logs | • Constructive Quizzes |
| • Peer/Self Assessments | |

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Summative Assessments

- Writers Workshop / Conferencing
- Participation and Observation
- Pre-test, test, and daily work.
- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Teachers should use mini-lessons and small groups to teach, demonstrate and investigate the following strategies: http://www.liketoread.com/reading_strategies.php
 1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
 2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
 3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Teacher Resources:

Reading

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzip/vowels.htm>

<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>

http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

http://www.commoncore.org/maps/index.php/maps/grades/grade_1/

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopjr.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Comprehension Connections by Stephanie Harvey -Bridges to Strategic Reading
Guided Comprehension by Maureen McLaughlin & Mary Beth Allen -A Teaching Model for grades 3-8
Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement
Reciprocal Teaching at Work by Lori D. Oczkus -Strategies for Improving Reading Comprehension
Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction
Month by Month Phonics by Patricia Cunningham
Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling by Patricia Cunningham
Daily Word Ladders by Timothy V. Rasinski

Writing

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.suite101.com/content/writing-poems-with-kids-a23148>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>

Writing Mini-Lessons for First Grade by Dorothy P. Hall
6+1 Traits of Writing by Ruth Culham
Using Picture Books to Teach Writing with the Traits by Ruth Culham

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township

2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Because Writing Matters: Improving Student Writing in Our Schools by National Writing Project and Carl Nagin

Poetry

www.poetryteachers.com

www.canteach.ca/elementary/songspoems.html

www.songsforteaching.com/kidzup/vowels.htm

Other Resources:

https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx

https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx

<http://www.nj.gov/education/ece/k/math.pdf>

<http://www.corestandards.org/the-standards/mathematics>

Curriculum Contributors:

Curriculum documents of the following districts were referenced in the development of this curriculum.

Barnegat Township, Berkeley Township, Brick Township, Lacey Township, Lakewood Township, Manchester Township, Pinelands Regional, Plumsted Township, Point Pleasant Borough, Ocean Township, Stafford Township.

K-2 Contributors to Curriculum Development

T. Aaron, Ocean Township, D. Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township, M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township