

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS/ LITERACY CURRICULUM
GRADE 2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD								
PLEASE NOTE: Worksheets #1-5 can be found on the Board of Education website under Teacher Resources - "Grade 2 Language Arts Curriculum Worksheets"													
LISTENING, SPEAKING, VIEWING, PRESENTING													
<p style="text-align: center;"><u>LISTENING</u></p> <p>MUSICAL ELEMENTS</p> <p>PURPOSE FOR LISTENING</p> <p>CRITICAL & RESPONSIVE LISTENING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify the musical elements of literacy language, such as rhymes, repeated sounds, and onomatopoeia. • determine purposes for listening such as getting information, solving problems, and for enjoyment or appreciation. • listen critically and responsively to stories and texts read aloud, including selections from classic and contemporary works, in order to ask and answer relevant questions and to interpret and evaluate. 	<ul style="list-style-type: none"> • The students will use books that lend themselves to rhymes, repeated sounds and onomatopoeia, like Dr. Seuss books. They will listen to and read books independently, but aloud. • Read portions of stories to students and give them the opportunity to brainstorm, discuss, and determine the author's purpose. • As various stories and text selections are read aloud, stop at key points for small groups to ask and answer teacher-made questions of all types. Have the students discuss and evaluate answers referring back to facts from their listening. 	<ul style="list-style-type: none"> • Books • Books of Various Genre • Reading Material • Teacher-Made Questions 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Teacher Observation • Student Oral Responses 	<p style="text-align: center;">By the end of Grade 2</p> <table border="0"> <tr> <td>3.1</td> <td>B.1,2</td> </tr> <tr> <td>3.2</td> <td>C.1 D.2</td> </tr> <tr> <td>3.4</td> <td>A.1,2,3</td> </tr> <tr> <td>3.4 3.1</td> <td>A.1,3 G.1</td> </tr> </table>	3.1	B.1,2	3.2	C.1 D.2	3.4	A.1,2,3	3.4 3.1	A.1,3 G.1
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OWN EXPERIENCES	<p>The students will be able to:</p> <ul style="list-style-type: none"> connect own experiences, ideas and traditions with those of others. 	<ul style="list-style-type: none"> After listening to a story read aloud, the students will tell how an experience they have had is similar to that of a story character. They could also share what experience they may have had in a similar setting. 	<ul style="list-style-type: none"> Books 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.1 G.4 3.3 A.1 3.5 A.1
LISTENING COMPREHENSION	<ul style="list-style-type: none"> apply comprehension strategies in listening activities. demonstrate understanding of the major ideas and supporting evidence in spoken messages. 	<ul style="list-style-type: none"> Through teacher-guided discussion, have students discuss major ideas and story events. Students should refer back to specific details in the story to support answers. 	<ul style="list-style-type: none"> Reading Material 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.1 G.1,2
<u>SPEAKING</u> LANGUAGE & VOCABULARY	<ul style="list-style-type: none"> use appropriate language and vocabulary learned to describe ideas, feelings, and experiences. 	<ul style="list-style-type: none"> Have the students relate personal experiences regarding a recent trip, a family memory, or a time spent with a friend. Encourage students to be specific in their descriptions. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Student Oral Responses 	3.1 F.3 3.3 A.1,2,4
QUESTIONING	<ul style="list-style-type: none"> ask and answer relevant questions. 	<ul style="list-style-type: none"> When speaking with another, encourage students to ask detailed questions. Students answering should be clear and very specific. Teacher can model this in a dialogue with another student. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Student Oral Responses 	3.3 B.1,2

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EVERYDAY COMMUNICATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> communicate effectively verbally and nonverbally in everyday situations such as discussions, group activities, and conferences. 	<ul style="list-style-type: none"> Have the students who are quite fluent in their use of appropriate language and vocabulary role play forms for speaking of communication such as making announcements, giving directions and making introductions. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Student Oral Responses 	3.3 D.1,2,3
SPEAKING SKILLS	<ul style="list-style-type: none"> demonstrate speaking skills addressing the following areas appropriately: audience, purpose, occasion, volume, pitch, tone, rate, and fluency. demonstrate the speaking skills of reporting, interviewing, and requesting and/or providing information. 	<ul style="list-style-type: none"> Have students read stories aloud. Have them practice choral speaking, playing game and presenting oral book reports. Explain a graphic organizer or sequence chart. 	<ul style="list-style-type: none"> Books Games Graphic Organizers 	<ul style="list-style-type: none"> Teacher Evaluation Student Oral Responses 	3.3 B.1-4
SUMMARIZING/ CLARIFYING	<ul style="list-style-type: none"> retell a spoken message by summarizing or clarifying. 	<ul style="list-style-type: none"> The students will retell a story heard in their own words. 	<ul style="list-style-type: none"> Story 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.3 B.2 3.4 A.1 B.2
PURPOSE FOR SPEAKING	<ul style="list-style-type: none"> determine the purpose for speaking, whether to inform, entertain, give directions, persuade, express personal feelings and opinions. 	<ul style="list-style-type: none"> Given teacher-made dialogues, have various students take turns reading a dialogue to the rest of the class to determine the purpose for speaking. 	<ul style="list-style-type: none"> Teacher-Made Dialogues 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.5 A.2

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READING: ALPHABETIC PRINCIPLE, SOUNDS/SYMBOLS					
SYLLABICATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify, segment, and combine syllables within spoken words. 	<ul style="list-style-type: none"> Using a dictionary (grade appropriate), students will locate words to find syllable divisions. Students will use magnetic letters to segment and then combine syllables to aid in punctuation. 	<ul style="list-style-type: none"> Dictionary Magnetic Letters List of Multi-syllable Words 	<ul style="list-style-type: none"> Teacher Observation Listening for Application of Skill During Oral Reading Worksheets 	<p>3.1 C.3 F.5</p>
INITIAL & FINAL SOUNDS	<ul style="list-style-type: none"> identify and isolate the initial and final sounds of a spoken word. 	<ul style="list-style-type: none"> In oral reading, students will make the initial sound or sounds in a word to aid in solving an unknown word. Students will read stories and find words containing final consonant digraphs. 	<ul style="list-style-type: none"> Reading Text Worksheets 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.2 C.1,2,4</p>
WORD FAMILIES	<ul style="list-style-type: none"> add, delete, or change sounds to change words (such as cow to how or pan to fan). 	<ul style="list-style-type: none"> Using letter cards or magnetic letters, students will work in pairs to change initial letters to make new words. 	<ul style="list-style-type: none"> Magnetic Letters Word Cards 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.1</p>

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BLENDING & SEGMENTING USING CONSONANT & VOWEL RULES	<p>The students will be able to:</p> <ul style="list-style-type: none"> blend CVC, CVCe, CCVC, CVCC, and CVVC words. 	<ul style="list-style-type: none"> Using vocabulary words from reading or spelling words that lend themselves to vowel and consonant pattern rules, students will label above each word with a "C" or a "V" and read the words aloud. Have students complete corresponding workbook pages. Teacher models how this same consonant, vowel blending can help when decoding words that are "tricky" while reading text. 	<ul style="list-style-type: none"> Vocabulary Words Spelling Words Workbook 	<ul style="list-style-type: none"> Teacher Observation Testing Materials Worksheets 	3.1 C.2,4
INITIAL & FINAL CONSONANTS	<ul style="list-style-type: none"> recognize, read, and apply knowledge of sounds n, d, s, m, t, c, f, r, p, l, k, g, b, h, w, v, x, qu, j, y and z in the reading of words. 	<ul style="list-style-type: none"> The students will make the initial consonant sound of a word when "stuck" on a word in reading. Given a sentence with a blank for one word except for the initial and/or final letters, the students will make a prediction based on the sounds for the letters. 	<ul style="list-style-type: none"> Text Reading Material Pre-made Sentence With a Word Missing Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook 	3.1 B.2 C.1,2,4

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INITIAL & MEDIAL SHORT VOWELS	<p>The students will be able to:</p> <ul style="list-style-type: none"> demonstrate knowledge of short vowel sounds a, e, i, o, u and apply this knowledge in decoding new words. 	<ul style="list-style-type: none"> Teacher reads students the story of Short Vowels. As story is read, teacher leaves the picture for each vowel displayed as an easy reference for the children who may need a reminder of the sound. ex: short a - picture of an apple; short e - picture of an elephant. Given a list of words with short vowel sounds, the students will pair up and take turns reading the list. 	<ul style="list-style-type: none"> Short Vowel Story (a copy can be found in the library) Worksheets List of Short Vowel Words 	<ul style="list-style-type: none"> Teacher Observation Worksheets Testing Materials 	<p>3.1 B.2 C.1,2,4</p>
LONG VOWELS	<ul style="list-style-type: none"> know the sounds of a-e, i-e, o-e, (vowel-consonant-e), ay, ai, e, ee, ie, eo, o, oa, oe, ow, i, y, and igh and be able to apply this knowledge in solving new words. 	<ul style="list-style-type: none"> Students chant, "When 2 vowels go walking, the first one does the talking." Have several students give examples of this from many long vowel words displayed on the board. From these words, also review long vowels by having students circle words with the silent "e" at the end. Explain that the "e" might be silent, but it has a big job, to tell the first vowel to say it's name. Give examples like: (take, mile) 	<ul style="list-style-type: none"> Long Vowel Words 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.2 C.1,4</p>
CONSONANT DIGRAPHS	<ul style="list-style-type: none"> recognize the sound of common digraphs sh, th, ch, wh. 	<ul style="list-style-type: none"> Using common endings of words like at, ook, in, en, etc., the students will see how many words they can make by blending a digraph with the endings given them. For example: using "at", they can make that and chat. The students will use a magazine page or a few pages to highlight words with consonant digraph sounds. Workbook pages that correspond. 	<ul style="list-style-type: none"> List of Endings on the Board Magazines Workbook 	<ul style="list-style-type: none"> Teacher Observation Worksheets Graded 	<p>3.1 B.2 C.1,2,4</p>

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CONSONANT BLENDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> read in the context of words and be able to write consonant blends including sl, sm, sn, fl, fr, ll, ss, ff, st, sk, sp, ng, nt, nd, mp, ft, tr, pr, pl, cr and tw. 	<ul style="list-style-type: none"> Have students locate and record words found around the room that have consonant blends, no matter where the blend is found in the word. Students will highlight the blend. Read words aloud. The students will bring in labels from food boxes and cans that contain words with consonant blends. Display them in collage form on a bulletin board. Students get in pairs to read as many as possible. 	<ul style="list-style-type: none"> Paper Highlighters Labels from Home 	<ul style="list-style-type: none"> Teacher Observation 	3.1 B.2 C.1,2,4
VIBRANT VOWELS	<ul style="list-style-type: none"> recognize the following sounds and apply them while reading words: “u” spelled oo; “ô” spelled a, aw, or au; and “ü” spelled ue or ew. 	<ul style="list-style-type: none"> Given a list of words containing variant vowels, students sort words according to the sounds of the vowels. They practice reading the words with a partner. Extend this activity by having the students add additional words they know to the appropriate list they sorted. Share those extra words with the class. Have students complete corresponding workbook pages Reading in context to apply what is known about variant vowels. 	<ul style="list-style-type: none"> List of Words on the Board That Contain Variant Vowels. Workbook Reading Book 	<ul style="list-style-type: none"> Teacher Observation Grade Workbook Pages Testing Materials 	3.1 B.2 C.1,4
DIPHTHONGS	<ul style="list-style-type: none"> recognize the following sounds and apply them while reading words: ou, ow and oi, oy. 	<ul style="list-style-type: none"> Have the students make 2 columns on their paper. Given a list of words containing either the ou, or oi sound, they read the word and write it in the appropriate column. 	<ul style="list-style-type: none"> Paper List of Diphthongs with ou, ow, oi or oy Workbook 	<ul style="list-style-type: none"> Teacher Observation Worksheets Testing Materials 	3.1 B.2 C.1,4

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R-CONTROLLED VOWELS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize and apply the following sounds: âr (are), ôr (or) spelled or and ore, îr (ear). 	<ul style="list-style-type: none"> With partners or with a small group, students write a story or tongue twister with as many oy sounds in it as they can. Then try it with ou, ow, or oi. Students will look through any story currently read to help in making a list of r-controlled vowels. Write a story together as a class to see how many r-controlled vowel sounds can be incorporated into it. It can be a silly story. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> Reading Material Workbook 	<ul style="list-style-type: none"> Reading Book Grade Worksheets Testing Material 	<p>3.1 B.2 C.1,4</p>
SOFT C & SOFT G	<ul style="list-style-type: none"> learn the rule and apply it in relation to the use of soft c and soft g. 	<ul style="list-style-type: none"> Given common words like ice, face, stage, giant, help students to deduce that when c or g is followed by e or i, the soft sound is used. Make a list on the board of other words that apply, encouraging students to make suggestions. Word finds that use soft c and soft g words. Have students complete corresponding worksheets 	<ul style="list-style-type: none"> List of Soft C & Soft G Words. Word Finds Workbook 	<ul style="list-style-type: none"> Teacher Observation Testing Methods 	<p>3.1 B.2 C.1,4</p>
“NK” SOUND	<ul style="list-style-type: none"> recognize the “nk” sound and apply it in the reading and writing of words. 	<ul style="list-style-type: none"> Have students complete corresponding worksheets 	<ul style="list-style-type: none"> Workbook 	<ul style="list-style-type: none"> Grade Workbook Pages Testing Materials 	<p>3.1 B.2 C.1,4</p>

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CONSONANT DIGRAPHS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize the sounds to read and write the following digraphs: ck, ph, tch, ch. 	<ul style="list-style-type: none"> Students write tongue twisters with words beginning with a particular digraph. Share with the class. Find and highlight words ending with ck, ph, tch, or ch in their workbook or a magazine. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> Workbook Magazines 	<ul style="list-style-type: none"> Teacher Observation Testing Materials 	<p>3.1 B.2 C.1,4</p>
SHORT E - EA SPELLING	<ul style="list-style-type: none"> understand and apply that sometimes the ea spelling in a word is the short e. 	<ul style="list-style-type: none"> Have students read words in context of a story that have the short e sound for the spelling ea. Explain that if long e, the most common sound for ea doesn't apply or make a real word, use the short "e" sound. (eg. - bread, head, heavy) Have students complete corresponding worksheets. Students will brainstorm finding other words that apply. Share with the class. 	<ul style="list-style-type: none"> Reading Text Workbook 	<ul style="list-style-type: none"> Teacher Observation Testing Materials Graded Workbook Pages 	<p>3.1 B.2 C.1,4</p>
LONG E - Y OR EY	<ul style="list-style-type: none"> recognize that y or ey at the end of a word makes the long e sound. 	<ul style="list-style-type: none"> Students will suggest 2 syllable words that end with a long "e" sound, like funny and scarey. They will record words they think of on the board. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> Workbook 	<ul style="list-style-type: none"> Graded Worksheets Teacher Observation Testing Materials 	<p>3.1 B.2 C.1,4</p>

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"Ü" SOUND SPELLED OO	<p>The students will be able to:</p> <ul style="list-style-type: none"> know and apply knowledge that oo makes the "ü" sound. 	<ul style="list-style-type: none"> Students will play "I spy a word that has the same middle sound as ____." Teacher puts many oo words around the room before play begins. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> List of oo Words Workbook 	<ul style="list-style-type: none"> Graded Worksheets Teacher Observation Testing Materials 	<p>3.1 B.2 C.1,4</p>
"ÄR" SOUND SPELLED AR & "ÜR" SOUND SPELLED IR, UR, OR, ER	<ul style="list-style-type: none"> recognize and read words with ar, ir, ur and er in the context of words. 	<ul style="list-style-type: none"> Given examples of ûr words, have the students brainstorm other words with the sounds that are familiar to them. Students will highlight similar words they find in their workbook or around the room. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> List of ar, ir, ur & er Words Highlighters Worksheets 	<ul style="list-style-type: none"> Teacher Observation Worksheets Testing Materials 	<p>3.1 B.2 C.1,4</p>
SILENT LETTERS	<ul style="list-style-type: none"> understand that some silent letters sometimes exist in words including l, b, k, w, g, h and gh. 	<ul style="list-style-type: none"> Given a list of words, students will sort words into 2 categories. Some words have either a silent l, b, k, w, g, h, or gh. The rest of the words have no silent letter(s). Students will share words with the silent letters. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> List of Words (some with a silent letter) Some Without. Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Worksheets Testing Materials 	<p>3.1 B.2 C.1,4</p>
"SCHWA" SOUND	<ul style="list-style-type: none"> know the sounds of er, en, and le, and apply this knowledge to decoding words. 	<ul style="list-style-type: none"> Students will find er, en and le words in teacher-made word find. Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> Word Find Workbook 	<ul style="list-style-type: none"> Graded Worksheets Testing Materials 	<p>3.1 B.2 C.1,4</p>

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PLURALS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • decode plural words ending in s or es. 	<ul style="list-style-type: none"> • Have the students give examples on the board that model the rule that nouns ending in s, ss, sh, ch, and x need es added to them to make them plural. • Students will highlight plural words on a magazine page. 	<ul style="list-style-type: none"> • List of Plurals 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 F.2 3.2 C.4,5
POSSESSIVES	<ul style="list-style-type: none"> • recognize a word ending with 's or s' as a possessive noun. 	<ul style="list-style-type: none"> • Have students complete corresponding worksheets. • Students name possessive nouns in the context of a story read and tell how each shows ownership. 	<ul style="list-style-type: none"> • Workbook • Reading Text 	<ul style="list-style-type: none"> • Teacher Observation • Graded Worksheets 	3.1 F.2 3.2 C.4,5
CONTRACTIONS	<ul style="list-style-type: none"> • understand that a contraction is a short word formed by putting together a verb and the word "not". 	<ul style="list-style-type: none"> • As a class, make a list of words that are contractions. • In the context of a story, find some contractions. Re-read that part of the story, replacing the contraction with the 2 words it stands for. Students can hear that this makes sense also. 	<ul style="list-style-type: none"> • List of Contractions • Story for Reading 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C.4,5
ROOT WORDS & INFLECTIONAL ENDINGS	<ul style="list-style-type: none"> • recognize the sound of verbs ending with s, es, ed or ing, and be able to decode new words. 	<ul style="list-style-type: none"> • Write verbs on the board with inflectional endings. Students act out the words. They write sentences to show meaning. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Words That Can Have Inflectional Endings. • Workbook 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 C.1,4 3.2 C.4,5

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<p>PREFIXES & SUFFIXES</p> <p><u>WORD MEANING</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize prefixes un, re, dis, and non, and recognize suffixes ly, y, ful, able, and tion. 	<ul style="list-style-type: none"> The students will locate words in a story with prefixes and/or suffixes and use them in a sentence to show meaning. 	<ul style="list-style-type: none"> Reading Text 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 F.2</p>
<p>VOCABULARY DEVELOPMENT</p>	<ul style="list-style-type: none"> read and understand meaning of vocabulary words through concrete experiences, reading independently, and selections read aloud. 	<ul style="list-style-type: none"> The meaning of vocabulary words is deduced through a discussion of the story and a picture walk. Students with prior background knowledge relating to the vocabulary word being discussed will share their experience. Have students locate vocabulary words prior to reading the story and read the sentence in the context of the story. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Text List of Vocabulary Words Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages 	<p>3.1 F.1</p>
<p>CUING SYSTEMS/ CONTEXT CLUES (continued on next page)</p>	<ul style="list-style-type: none"> using syntactic, semantic and phonetic knowledge to solve unknown words in reading. 	<ul style="list-style-type: none"> Model the thought process aloud of what the student could do when trying to solve an unknown word in reading. It may sound similar to the following: "I know that doesn't make sense, and it doesn't sound right either." An author would never put that in this story. There must be a word or words that doesn't look right either. I better go back and try that part again." 	<ul style="list-style-type: none"> Reading Material Helping Hand Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages Testing Materials 	<p>3.1 D.5,6 3.1 E.1,2</p>

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RESOURCES/ REFERENCES	<p>The students will be able to:</p> <ul style="list-style-type: none"> use resources and reference materials such as a dictionary, glossary, thesaurus, synonym finder, technology and software, and context to find the meaning of unknown words. 	<ul style="list-style-type: none"> Students will have modeled for them and then practice using various reference sources to locate and find the meaning of various words. 	<ul style="list-style-type: none"> Dictionary Glossary Thesaurus Synonym Finder Book Being Read Encyclopedia Newspaper Computer 	<ul style="list-style-type: none"> Teacher Observation 	3.1 F.5
SYNONYMS/ ANTONYMS	<ul style="list-style-type: none"> understand that synonyms are words that have about the same meaning and antonyms are words that are opposites. 	<ul style="list-style-type: none"> Have students write a description of a setting from one of the reading selections. Edit to check for places where synonyms could be replaced for certain words. Have students make an antonym booklet and illustrate. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Synonym Finder Paper for Booklet Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages 	3.1 F.4
MULTIPLE MEANING WORDS	<ul style="list-style-type: none"> understand that some words have multiple meanings. 	<ul style="list-style-type: none"> Given a multiple meaning word, have students read to discover the meaning within the context of the story. Students will look up and find various meanings to certain words in a dictionary. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Dictionary Workbook 	<ul style="list-style-type: none"> Teacher Observation 	3.1 F.5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FIGURATIVE LANGUAGE	<p>The students will be able to:</p> <ul style="list-style-type: none"> use similes in written and spoken descriptions and also write and tell personification riddles. 	<ul style="list-style-type: none"> The students will create a simile and illustrate. The students will create personification riddles. 	<ul style="list-style-type: none"> Art Supplies 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 A.10 3.4 A.2</p>
READING: COMPREHENSION					
<p><u>PREREADING STRATEGIES</u></p> <p>PREVIEW & PREDICT/PRIOR KNOWLEDGE</p> <p>BUILD BACKGROUND/ ESTABLISH PURPOSE</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> use illustrations to draw on prior knowledge to help predict events in a story. use illustrations to establish author's purpose and build background knowledge so students are better able to solve words in reading. 	<ul style="list-style-type: none"> Teacher leads students through a picture walk prior to reading the story. Help students formulate questions in predicting events in the story. The students will use graphic organizers to use prior knowledge to generate interest in a reading selection. Discuss the author's purpose in writing. Use illustrations in building background of the story to enable students to visualize events in the story. They can draw conclusions about the story and characters. 	<ul style="list-style-type: none"> Reading Material Graphic Organizers Reading Material 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Teacher Observation Student Oral Responses 	<p>3.1 G.3,4,5 A.1,2</p> <p>3.5 A.1,2 B.3</p>

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<p><u>MONITORING STRATEGIES</u></p> <p>ADJUST READING RATE</p> <p>REREAD/ SEARCH FOR CLUES</p> <p>STRATEGIES</p> <p>PARAPHRASE</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • adjust and monitor their own reading rate for maximum comprehension. • monitor his/her own reading to know when to reread and search for clues. • use decoding and vocabulary strategies in the monitoring of reading. • recall and retell a story in own words 	<ul style="list-style-type: none"> • Teacher models an appropriate second grade reading rate, so students can better comprehend stories. Talk about reading smoothly, so as not to read known phrases so quickly, then read word by word through the rest of the story. • Have a student, who is proficient in monitoring, read a passage to the class. When he/she needs to go back to reread and search for clues, he/she will verbalizes thought processes when solving. • Model how students can look for smaller bits in words or look for something in the word that is like another known word. • Students read and are prompted to think about their story in solving vocabulary words. • The students will model a good oral retelling by using a common story first like “The Three Little Pigs.” • The students will first work with partners to retell the most important parts of a story read. They will make sure they include key story elements. • Have students complete corresponding worksheets. 	<ul style="list-style-type: none"> • Reading Material • Reading Material • Reading Material • List of Key Story Elements on the Board • Reading Materials • Workbook 	<ul style="list-style-type: none"> • Teacher Observation & Listening as Students Read • Teacher Observation • Student Responses When Reading • Teacher Observation • Student Responses to How They Processed in Solving a Word • Teacher Observation • Graded Worksheets 	<p>3.1 D.1-3</p> <p>3.1 D.4-6 E.1,2</p> <p>3.1 B.2 C.1,2 D.4-6 E.1,2</p> <p>C.1 G.1,4,5</p>

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<p>GRAPHIC ORGANIZERS</p> <p><u>SKILLS AND STRATEGIES</u></p> <p>USE ILLUSTRATIONS</p> <p>REALITY & FANTASY</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • create story maps, diagrams, charts, and story props to help comprehend, analyze, synthesize and evaluate texts. • use illustrations to make predictions regarding the author's intended meaning. • understand the difference between a story of reality and one of fantasy. 	<ul style="list-style-type: none"> • Have the students use various graphic organizers to aid in comprehension and require students to draw on information read. • The students will discuss and make predictions about the contents of the story after looking at all of the pictures. • Using a Venn Diagram, the students will compare and contrast story elements of a story of reality and one of fantasy that they already read. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Graphic Organizers • Gathering Grid • Venn Diagram • Story Summarizer • Reading Material • Venn Diagram • Workbook • Reading Material 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses on Organizers • Teacher Observation • Student Responses About the Pictures • Teacher Observation • Graded Workbook Pages • Testing Materials 	<p>3.2 A.6 3.5 A.3</p> <p>3.5 A..1,2 B.3</p> <p>3.1 G.1,4 H.2 3.2 A.1,6 3.5 A.3,5</p>

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CLASSIFY/ CATEGORIZE	<p>The students will be able to:</p> <ul style="list-style-type: none"> use details and facts to draw conclusions on how to classify or categorize items. 	<ul style="list-style-type: none"> Have the students brainstorm ideas from a story and organize ideas using a chart. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Chart That Applies Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages 	3.1 G.1,3,4 3.5 A.3
MAKE PREDICTIONS	<ul style="list-style-type: none"> use author's clues and experiences to predict outcomes. 	<ul style="list-style-type: none"> The students will listen to the teacher read a mystery story, stopping at key spots for students to make predictions. Have the students try to use previously introduced key vocabulary words in their predictions. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Mystery Story Workbook 	<ul style="list-style-type: none"> Student Responses Graded Workbook Pages Testing Material 	3.1 G.3,5 3.3 A.2,3C.1 3.5 A.1
SEQUENCING	<ul style="list-style-type: none"> recall the sequence of events in a story by identifying details and facts in illustrations. 	<ul style="list-style-type: none"> Have the students brainstorm ideas for something to make. Use ordinary words to give directions. Have students read their written directions orally as other students try to follow the directions and act them out. Using a story already read, students will use pictures to draw events in correct order. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages Testing Material 	3.2 A.1,4,8 B.4 D.1 3.3 D.3 3.4 B.1

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<p>CAUSE & EFFECT</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use details and illustrations in the story read to make connections between what happened and why it happened. Identify relationships to connect events in the story. 	<ul style="list-style-type: none"> • Have the students draw pictures to illustrate cause and effect. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Art Supplies • Reading Material • Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Testing Materials 	<p>3.1 G.2</p>
<p>COMPARE & CONTRAST</p>	<ul style="list-style-type: none"> • compare and contrast one character's experiences or traits with others. 	<ul style="list-style-type: none"> • Have students complete Venn diagram to compare and contrast two story characters in many ways. • Having read a story, students will watch the movie version to compare and contrast. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Venn Diagram • Reading Material • Video Tape • Venn Diagram • Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Review of Venn Diagram • Graded Workbook Pages • Testing Materials 	<p>3.1 G.1,4 3.5 A.1,3,5 B.3</p>

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SUMMARIZE	<p>The students will be able to:</p> <ul style="list-style-type: none"> use story elements to retell important parts of a story. 	<ul style="list-style-type: none"> Have the students display the following story elements on a chart: main character(s), time and place, problem, plot details in sequence, turning point, and resolution. Model on the overhead the writing of a good summary that includes key story elements. Use a familiar story. Students then summarize a common story with a partner, making sure to include story elements on chart. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Chart of Story Elements Workbook 	<ul style="list-style-type: none"> Teacher Observation Student Oral Summaries Graded Workbook Pages Testing Materials 	<p>3.1 G.1,4 3.2 A.1-5 B.4</p>
MAKE & EXPLAIN INFERENCES	<ul style="list-style-type: none"> make and explain inferences regarding story character traits and actions as well as events in the story. 	<ul style="list-style-type: none"> Using story background information, the students will discuss and brainstorm logical inferences that can be made. Encourage students to explain their reasoning based on the story facts. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Graded Workbook Pages Testing Material 	<p>3.1 G.3 3.3 A.1-4 D.3 3.4 1.3 3.5 A.1</p>
DRAW CONCLUSIONS	<ul style="list-style-type: none"> use facts and details from the story to draw conclusions about characters and story events. 	<ul style="list-style-type: none"> Have the students use a chart or other graphic organizer to gather and organize important details in drawing conclusions. Reflect on these details to draw conclusions. Share with the class. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages Testing Material 	<p>3.1 G.1,3 3.3 A.1-4 D.3 3.5 A.3</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MAIN IDEAS & SUPPORTING DETAILS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify main idea and supporting details. 	<ul style="list-style-type: none"> The students will verbalize main idea and the supporting details of a favorite story. Using a highlighter, students will locate the main idea and supporting details in a children's magazine article. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Child's Magazine Highlighters Workbook 	<ul style="list-style-type: none"> Teacher Observation Testing Material 	<p>3.1 A.2 G.1 3.3 A.1-4 D.3 3.4 A.1,3</p>
FACT & OPINION	<ul style="list-style-type: none"> distinguish fact from opinion in the context of a story. 	<ul style="list-style-type: none"> Students will find and read aloud quotations from characters in a story. Students will decide and discuss whether this statement is a fact or someone's opinion within the context of the story. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Testing Material 	<p>3.3 A.1-4 B.2,3 3.4 A.3</p>
PROBLEM & SOLUTION	<ul style="list-style-type: none"> recall and locate the problem in a story and how it was solved. 	<ul style="list-style-type: none"> Have students draw pictures to illustrate the main problem in a story and the solution. Share pictures and explain. Students will discuss with a partner a problem encountered in their own life and how they solved it or will go about solving it. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook Art Supplies 	<ul style="list-style-type: none"> Teacher Observation Verbal Responses about Pictures Drawn Testing Material 	<p>3.1 G.1,4 3.3 A.1-4 B.4 C.1 D.2,3</p>

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STEPS IN A PROCESS	<p>The students will be able to:</p> <ul style="list-style-type: none"> understand that there are steps to follow in order in a process. 	<ul style="list-style-type: none"> Using a workbook page with multi-step directions, students read the directions fully first, then highlight each direction in order, after it is followed. Have students complete corresponding workbook pages. Challenge students by giving multi-step directions regarding an activity to be accomplished in the classroom. Encourage them to listen and follow the steps in order. 	<ul style="list-style-type: none"> Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages Testing Materials 	<p>3.1 F.3 3.4 A.1 B.1,2</p>
SIMILARITIES & DIFFERENCES ACROSS TEXTS	<ul style="list-style-type: none"> identify similarities and differences across texts including the following: topics, characters, problems, themes, treatments, scope, and organization. 	<ul style="list-style-type: none"> Using a Venn diagram on the overhead, students will brainstorm and record similarities and differences between various parts of 2 different stories read. Choose two stories with the same illustrator and compare the illustrations of each book. Have students complete corresponding workbook page. 	<ul style="list-style-type: none"> Venn Diagram Overhead Reading Material Workbook 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	<p>3.1 F.3 G.1,4 H.2 3.3 C.1,2 3.5 A.1-5 B.3</p>
TESTING SKILLS	<ul style="list-style-type: none"> practice various questions and tasks that may be found in a testing of comprehension situation. 	<ul style="list-style-type: none"> Given various comprehension questions from a given text, students will go back to the text after reading it to highlight the answers. Have students explain answers. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Highlighters Workbook 	<ul style="list-style-type: none"> Teacher Observation Highlighted Answers and Verbal Explanation 	<p>3.1 G.1-5 3.3 A.1-4 C.1 D.2,3 3.4 A.3</p>

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PARAPHRASE & SUMMARIZE	<p>The students will be able to:</p> <ul style="list-style-type: none"> paraphrase and summarize to recall information, inform, and organize. 	<ul style="list-style-type: none"> The students will use a story summary graphic organizer to recall and retell the story in their own words in writing. An example may need to be modeled on the overhead first as children help brainstorm, keeping information organized. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Overhead Workbook 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.1 G.1-4 3.2 A.1-6 B.4
VARIOUS TYPES OF QUESTIONS	<ul style="list-style-type: none"> answer various types of questions including the following: open-ended, literal, interpretive, test-like such as true-false, multiple choice, and short answer. 	<ul style="list-style-type: none"> Through discussion of the story, the students will answer teacher-asked questions of all types. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages 	3.1 G.1-5 3.2 A.1,4,8 C.1,2,3,6
STUDY STRATEGIES	<ul style="list-style-type: none"> use study strategies to learn and recall. Students will preview, question, re-read and record. 	<ul style="list-style-type: none"> Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Workbook Reading Material 	<ul style="list-style-type: none"> Teacher Observation 	3.1 A.1,2 G.1,5
<u>LITERARY RESPONSE</u> LISTENING	<ul style="list-style-type: none"> listen to and respond to stories being read aloud. 	<ul style="list-style-type: none"> As a story is being read, stop at key points to discuss story so far, giving students an opportunity to respond and a purpose for further listening. 	<ul style="list-style-type: none"> Reading Material 	<ul style="list-style-type: none"> Student Oral Responses 	3.3 A.1-4 3.4 A.1 B.2

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CREATIVE RESPONSE	<p>The students will be able to:</p> <ul style="list-style-type: none"> respond through talk, movement, music, art, drama, and writing to a variety of stories and poems. further demonstrate understanding of a story through writing, illustrating, developing demonstrations, and using technology. 	<ul style="list-style-type: none"> The students will prepare and perform a puppet show. The students will act out a part of a story. The students will find or write a piece of music that goes with a story read. Have the students write a different ending to a story. The students will demonstrate how a character may act in a different situation. Have them write out the script. 	<ul style="list-style-type: none"> Puppets & Stage Scenery Musical Instrument(s) Taped Music 	<ul style="list-style-type: none"> Teacher Observation 	3.2 A.1,2,4,8 3.3 D.1-3
PRIOR EXPERIENCE	<ul style="list-style-type: none"> support responses by referring to relevant aspects of text and relating them to own experiences. 	<ul style="list-style-type: none"> The students will give examples of how a certain story makes them remember a prior experience. Encourage them to further extend the story (another chapter, for example) and include part of their experience. 	<ul style="list-style-type: none"> Reading Material 	<ul style="list-style-type: none"> Student Oral Responses 	3.2 A.1,4,8 B.2 D.3
RESPOND TO TEXT	<ul style="list-style-type: none"> respond to text read by offering observations, making connections, speculating, interpreting, and raising questions. 	<ul style="list-style-type: none"> The students will respond to text read with a small group using literary response packet. Share ideas through discussion and record responses. 	<ul style="list-style-type: none"> Literary Response Packet 	<ul style="list-style-type: none"> Student Oral & Written Responses 	3.1 G.1,3,5 H.2 3.3 A.1-4 B.1-4 3.4 A.3
INTERPRET IDEAS	<ul style="list-style-type: none"> interpret text ideas through journal writing, discussion, enactment, and media. 	<ul style="list-style-type: none"> The students will write about their interpretation of why a story character reacts in the way he/she does. 	<ul style="list-style-type: none"> Reading Material 	<ul style="list-style-type: none"> Student Oral or Written Response 	3.1 G.3 3.2 A.4 3.5 A.1 B.3

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AUTHOR/ ILLUSTRATOR ROLES	<p>The students will be able to:</p> <ul style="list-style-type: none"> understand the roles of the author and illustrator across a variety of texts. 	<ul style="list-style-type: none"> Using a known, popular text already read to or by the students, they will tell the role of the author and his/her intended purpose for writing. Discuss the job of the illustrator using several different kinds of texts as examples of varying roles. 	<ul style="list-style-type: none"> Known Books 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	<p>3.1 A.2 H.2 3.3 A.1-4 C.2 3.5 A.1,2,4</p>
ANALYZE TEXT ELEMENTS	<ul style="list-style-type: none"> analyze character, character's point of view, plot, setting, style, tone and mood. 	<ul style="list-style-type: none"> The students will use a Gathering Grid to analyze and record aspects of the story read. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Gathering Grid Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages Testing Materials 	<p>3.1 G.4 3.5 A.1,3,5 B.3</p>
LITERARY TERMS	<ul style="list-style-type: none"> understand various literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene. 	<ul style="list-style-type: none"> The students will write an informal dialogue, giving it a title, drawing pictures to illustrate, and then act it out on a stage to understand various literary terms. Discuss the process they followed, using the terms. 	<ul style="list-style-type: none"> Art Supplies Informal Stage Scenery 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 A.1 F.3 3.2 D.1,4,5 3.3 D.1</p>
RECOGNIZE OTHER LITERARY GENRE	<ul style="list-style-type: none"> recognize stories, poems, myths, folktale, fables, tall tales, plays, limericks, biographies and autobiographies, historical fiction, realistic fiction, modern fantasy, and informational texts. 	<ul style="list-style-type: none"> In the library, and over time in the classroom, students will read examples and have discussions regarding the names of many kinds of literature. 	<ul style="list-style-type: none"> Books 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	<p>3.1 H.2</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD												
<p><u>VARIETY OF TEXT</u></p> <p>GENRES</p> <p>INFORMATIONAL READING</p> <p><u>FLUENCY</u></p> <p>INDEPENDENT LEVEL READING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read a variety of genres, and read for different purposes. • use informational texts as well as varied sources when reading for information or pleasure. • read regularly and self-select independent level reading. 	<ul style="list-style-type: none"> • As each new story is introduced, the students will discuss the kind of literature and the purpose for reading it. • Have the students choose a topic that is being studied in Social Studies or Science. Read several different books on this topic to listen and discuss what information can be gathered. Record it on a Gathering Grid. • Have a variety of books available for students to choose from for independent reading. They should be encouraged to read the text chosen several times out loud so they can hear themselves. • Fluency should be modeled by the teacher. Remind the students that fluency doesn't mean fast reading. It should be smooth, sounding much like talking. 	<ul style="list-style-type: none"> • Reading Material • Books • Gathering Grid • Books 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Teacher Observation • Teacher Observation • Student Oral Responses 	<table border="0"> <tr> <td>3.1</td> <td>A.2</td> </tr> <tr> <td>3.5</td> <td>A.2</td> </tr> <tr> <td>3.1</td> <td>D.1-6</td> </tr> <tr> <td>3.1</td> <td>A.1.2</td> </tr> <tr> <td>3.2</td> <td>H.2</td> </tr> <tr> <td></td> <td>D.2</td> </tr> </table>	3.1	A.2	3.5	A.2	3.1	D.1-6	3.1	A.1.2	3.2	H.2		D.2
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3.5	A.2																
3.1	D.1-6																
3.1	A.1.2																
3.2	H.2																
	D.2																

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
STUDY SKILLS					
<u>INQUIRY RESEARCH</u> FOLLOW DIRECTIONS	The students will be able to: • follow written and oral directions	<ul style="list-style-type: none"> • The students will brainstorm places where written directions may be found. Discuss why it is important to follow written or oral directions. • Have the students write own directions on how to do an activity. Another student will try to follow those directions. Evaluate the quality of the directions together. 	<ul style="list-style-type: none"> • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Student Written Directions 	3.2 A.4,11 B.4 D.1 3.3 A.1-4 B.4 3.4 A.3 B.1,2,4
ALPHABETIZING	<ul style="list-style-type: none"> • use alphabetical order to locate information. 	<ul style="list-style-type: none"> • The students will look up a name in a telephone directory. • The students will look up words in a dictionary. • The students will alphabetize a list. 	<ul style="list-style-type: none"> • Phone Book • Dictionary 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 F.1,3,5 H.1
RESEARCH QUESTIONS	<ul style="list-style-type: none"> • identify questions that might be asked before doing research. 	<ul style="list-style-type: none"> • Have the students write down questions concerning a topic that you want to answer before beginning research. Discuss the value in doing this. 	<ul style="list-style-type: none"> • Paper • Pencil 	<ul style="list-style-type: none"> • Written Student Questions 	3.2 A.1,6 D.2,5
RESEARCH & EVALUATE	<ul style="list-style-type: none"> • obtain, organize, and summarize information; then evaluate research. 	<ul style="list-style-type: none"> • Using a graphic organizer, students will research and record organized information. They will evaluate their research by checking to see if original questions were answered. Raise new questions if necessary. 	<ul style="list-style-type: none"> • Research Books • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 G.1,5 H.2 3.2 A.4,5,6 D.2,4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PRESENTATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use technology to present information in various formats. 	<ul style="list-style-type: none"> • Have the students brainstorm ways in which to present their research. These ideas can be used in presenting. 	<ul style="list-style-type: none"> • Art Supplies • Any Audio Visual Materials Needed From Brainstorming 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.3 D.1,2,3 3.5 A.3</p>
AIDS IN RESEARCH/PRESENTATION	<ul style="list-style-type: none"> • use text organizers such as a book cover, title page (title, author, illustrator), contents, headings, glossary and index and graphic aids such as maps, diagrams, charts, and graphs in researching and/or presenting. 	<ul style="list-style-type: none"> • Given many graphic aids, and text organizers, and examples of their use, students will choose and use whichever best suit their research and presentation needs. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Text Organizers • Graphic Aids • Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Graded Workbook Pages • Testing Material 	<p>3.3 D.1,2,3 3.5 A.3</p>
VARIED TEXTS	<ul style="list-style-type: none"> • read and interpret varied texts including environmental print, signs, lists, encyclopedia, dictionary, glossary, newspaper, advertisement, magazine, calendar, directions, and floor plans. 	<ul style="list-style-type: none"> • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Workbook 	<ul style="list-style-type: none"> • Graded Workbook Pages • Testing Material 	<p>3.1 A.1,2 H.2 F.1,5 3.4 A.1 3.5 A.2 B.1</p>
LIBRARY/MEDIA CENTER RESOURCES	<ul style="list-style-type: none"> • recognize library/media center resources, such as computerized references, catalog search, and encyclopedia index. 	<ul style="list-style-type: none"> • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Workbook 	<ul style="list-style-type: none"> • Graded Workbook Pages • Testing Material 	<p>3.2 D.4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>PURPOSES/AUDIENCES</p> <p>PROCESSES</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write to record, to discover and develop ideas, to inform, to influence, and to entertain. 	<ul style="list-style-type: none"> • Have students work together to create a classroom news broadcast, students brainstorming ideas for stories and discussing the purpose for each. 	<ul style="list-style-type: none"> • Paper • Pencil • Props 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses 	<p>3.2 D.1,2,3</p>
<p>PRE-WRITING</p>	<ul style="list-style-type: none"> • generate ideas for self-selected and assigned topics using pre-writing strategies, making use of technology, reference materials, and resources for research ideas. 	<ul style="list-style-type: none"> • Have the students use a story web or gathering grid to record details found when researching the topic. 	<ul style="list-style-type: none"> • Books • Reference Materials • Videos/Tapes • Gathering Grid • Story Web 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 B.1</p>
<p>DRAFTS - DEVELOP/REVISE</p>	<ul style="list-style-type: none"> • develop and revise draft for varied purposes using technology and reference materials. 	<ul style="list-style-type: none"> • The students will develop a draft using what was recorded on the story web or gathering grid. Edit independently for grammar, spelling, and punctuation. Then, students work in groups of three, proofreading each other's writing, so each draft is read two more times for editing purposes. Student editors will use a checklist to assure that editing is thorough. 	<ul style="list-style-type: none"> • Paper • Pencil • Gathering Grid • Story Web • Editing Checklist 	<ul style="list-style-type: none"> • Teacher Observation • Student Editors 	<p>3.2 A.4,5,8,11,12</p>
<p>PUBLISHING</p>	<ul style="list-style-type: none"> • bring pieces to final form and "publish" them for audiences. 	<ul style="list-style-type: none"> • The students will write final copies in neat handwriting in order to read aloud to the class, then display. Encourage creativity in their publishing; they may want to illustrate their piece as well. 	<ul style="list-style-type: none"> • Edited Rough Drafts 	<ul style="list-style-type: none"> • Graded Final Copies 	<p>3.2 B.1</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>SPELLING</u></p> <p>SHORT & LONG VOWELS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write words with short and long vowels. 	<ul style="list-style-type: none"> • The students will read long and short vowel words on the board. Separate them into long and short vowel categories. Discover short vowel patterns of CVC, CCVC, CVCC, CCVCC, and the common long vowel pattern CVCe. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Long and Short Vowels • Workbook 	<ul style="list-style-type: none"> • Test • Workbook Pages 	<p>3.2 C.4,5</p>
<p>SOUNDS OF TWO LETTERS TOGETHER</p>	<ul style="list-style-type: none"> • write words with digraphs, blends, consonant clusters, double consonants, and diphthongs. 	<ul style="list-style-type: none"> • Have the students write sentences using spelling words. • The students will play Spelling Baseball. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Words • Workbook 	<ul style="list-style-type: none"> • Test • Graded Workbook Pages 	<p>3.2 C.4,5</p>
<p>OTHER VOWELS</p>	<ul style="list-style-type: none"> • write words with variant vowels and r-controlled vowels. 	<ul style="list-style-type: none"> • Given the list of spelling words, students suggest other words of the same form. • Students will participate in a Spelling Bee. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test • Graded Workbook Pages 	<p>3.2 C.4,5</p>
<p>SILENT LETTERS</p>	<ul style="list-style-type: none"> • write words that have silent letters. 	<ul style="list-style-type: none"> • The students will write sentences for words with silent letters. • Have the students play Hangman. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test • Graded Workbook Pages 	<p>3.2 C.4,5</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SOFT C & SOFT G	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write soft C and soft G words understanding the rule behind the spellings. 	<ul style="list-style-type: none"> • The students will write sentences using soft C and soft G words. • The students will play a concentration game with spelling words in small groups. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test • Teacher Observation 	3.2 C.4,5
INFLECTIONAL ENDINGS	<ul style="list-style-type: none"> • write words with inflectional endings including plurals and past tense and words that drop the final e when adding _ing, _ed. 	<ul style="list-style-type: none"> • Have the students write a story in the past tense using as many _ed spelling words as possible. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test • Graded Workbook Pages 	3.2 C.5
SUFFIXES, PREFIXES & BASE WORDS	<ul style="list-style-type: none"> • write words including _able, _ly, or _less, and prefixes including dis_, re_, pre_, or un_. • write accurate spellings of root and base words. 	<ul style="list-style-type: none"> • The students will categorize suffixes and prefixes into groups. Write sentences for each. • Pairs of students will play Hangman. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test 	3.2 C.5
ORTHOGRAPHIC PATTERNS	<ul style="list-style-type: none"> • write words with orthographic patterns and rules such as keep/can; sack/book; out/now; oil/toy; and match/speech. • write words using rules such as consonant doubling, dropping e, and changing y to i. 	<ul style="list-style-type: none"> • Have the students write a story using spelling words. It can be a silly story. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test • Teacher Observation 	3.2 C.5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MULTISYLLABIC WORDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write multisyllabic words using regularly spelled phonogram patterns. 	<ul style="list-style-type: none"> • Have a Spelling Bee using the word list for the week. The students will spell the word aloud or write it on the board. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Test 	3.2 C.5
SYNONYMS/ ANTONYMS	<ul style="list-style-type: none"> • write synonyms and antonyms and demonstrate knowledge of meaning. 	<ul style="list-style-type: none"> • Have the students write a round robin story in small groups, using as many spelling words as possible. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • List of Spelling Words • Workbook 	<ul style="list-style-type: none"> • Test 	3.2 C.5
CONTENT AREA WORDS	<ul style="list-style-type: none"> • write common words from Social Studies, Science, Math and Physical Education. 	<ul style="list-style-type: none"> • The students will find key words through reading and discussion in the different subject areas. Record on a chart for future reference. 	<ul style="list-style-type: none"> • Texts 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses in Writing in Context 	3.2 C.3
APPLICATION IN WRITING	<ul style="list-style-type: none"> • use resources to find correct spellings for final writing drafts. • use conventional spellings of familiar words in all writing assignments. 	<ul style="list-style-type: none"> • Have the students make opportunities for writing in all subject areas. The students will check on spelling using a dictionary or spell checker when needed. 	<ul style="list-style-type: none"> • Dictionary • Glossary • Other Text 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses in Writing in Context 	3.2 D.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>ADDITIONAL WRITING ACTIVITIES</u></p> <p>PREWRITING</p> <p>WRITING</p> <p>EDITING</p> <p>REVISING</p> <p>PUBLISHING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use a word web to brainstorm ideas for a personal narrative. • use ideas on a graphic organizer to create sentences. • use a checklist to proofread writing piece. • use suggestions to make corrections. • complete a final draft using the computer. 	<ul style="list-style-type: none"> • The students will choose a special friend to write about. Model a word web with words that describe a special friend. Then have students complete a similar word web. • The students will preview a model of a story written from ideas on a graphic organizer. Then the students will create a beginning, middle and ending of a story that tells about a special friend using their completed graphic organizer. • The students will self-check their work using the check list (Worksheet #1). Then they will trade with a peer to check. Finally, they will conference with the teacher. • Students will use comments on the checklist to add, delete or change information. • Students can type the final draft on a word processing program, such as Kids Works Deluxe. 	<ul style="list-style-type: none"> • Graphic Organizer • Graphic Organizer • Lined Paper • Personal Narrative Piece • Writing Checklist • Personal Narrative Piece • Writing Checklist • Writing Piece • Computer 	<ul style="list-style-type: none"> • Teacher Observation • Responses on Graphic Organizer • Teacher Observation • Student Sentences • Self-Assessment • Teacher Observation • Self-Assessment • Teacher Observation • Teacher Observation 	<p>3.2 A.1,2,5,6</p> <p>3.2 A,2,4,5,7,8 B.2,3,4 D.3,5</p> <p>3.2 A.9,11,12 C.1-6</p> <p>3.2 A.10,12</p> <p>3.2 A.13 B.1 D.1,4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
RUBRIC	<p>The students will be able to:</p> <ul style="list-style-type: none"> • be graded on the writing assignment based on a rubric. 	<ul style="list-style-type: none"> • Students will give a self assessment by completing a rubric, similar to Worksheet #3. The teacher will also assess the writing assignment with the rubric. The writing piece will be placed in a portfolio. 	<ul style="list-style-type: none"> • Writing Piece • Rubric 	<ul style="list-style-type: none"> • Rubric Score 	3.2 A.12 B.2
PREWRITING	<ul style="list-style-type: none"> • brainstorm a list of ideas to use in persuasive writing assignment. 	<ul style="list-style-type: none"> • Have students respond to the question “Why should you be the next Citizen of the Month?” They will brainstorm a list of reasons on a graphic organizer. 	<ul style="list-style-type: none"> • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Responses on Graphic Organizer 	3.2 A.1,2,5,6
WRITING	<ul style="list-style-type: none"> • use ideas on the graphic organizer to create sentences. 	<ul style="list-style-type: none"> • The students will preview a model of a persuasive writing piece. They will develop a topic sentence. They will write persuasive sentences in the middle and finish with a closing sentence. 	<ul style="list-style-type: none"> • Graphic Organizer • Lined Paper 	<ul style="list-style-type: none"> • Teacher Observation • Student Sentences 	3.2 A,2,4,5,7,8 B.2,3,4 D.3,5
EDITING	<ul style="list-style-type: none"> • use a checklist to proofread writing piece. 	<ul style="list-style-type: none"> • The students will self-check their work using the check list (Worksheet #1). Then they will trade with a peer to check. Finally, they will conference with the teacher. 	<ul style="list-style-type: none"> • Persuasive Piece • Writing Checklist 	<ul style="list-style-type: none"> • Self-Assessment • Teacher Observation 	3.2 A.9,11,12 C.1-6
REVISING	<ul style="list-style-type: none"> • use suggestions to make corrections. 	<ul style="list-style-type: none"> • Students will use comments on the checklist to add, delete, or change information. 	<ul style="list-style-type: none"> • Persuasive Piece • Writing Checklist 	<ul style="list-style-type: none"> • Self-Assessment • Teacher Observation 	3.2 A.10,12

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PUBLISHING	<p>The students will be able to:</p> <ul style="list-style-type: none"> complete a final draft using the computer. 	<ul style="list-style-type: none"> Students can type the final draft on a word processing program, such as Kid Works Deluxe. 	<ul style="list-style-type: none"> Writing Piece Computer 	<ul style="list-style-type: none"> Teacher Observation 	3.2 A.13 B.1 D.1,4
RUBRIC	<ul style="list-style-type: none"> be graded on the writing assignment based on a rubric. 	<ul style="list-style-type: none"> Students will give a self assessment by completing a rubric similar to Worksheet #3. The teacher will also assess the writing assignment with the rubric. The writing piece will be placed in a portfolio. 	<ul style="list-style-type: none"> Writing Piece Rubric 	<ul style="list-style-type: none"> Rubric Score 	3.2 A.12 B.5
PREWRITING	<ul style="list-style-type: none"> brainstorm a list of topics for an explanatory writing assignment about things that require following a set of steps (i.e., planning a party, making a sandwich). 	<ul style="list-style-type: none"> The students will choose a topic and draw a sequence of pictures showing the order of the steps. Then they will complete a flow chart with keys words to tell about each step. 	<ul style="list-style-type: none"> Flow Chart Drawing Paper 	<ul style="list-style-type: none"> Teacher Observation Responses on Flow Chart 	3.2 A.1,2,5,6
WRITING	<ul style="list-style-type: none"> use ideas on a graphic organizer to create sentences. 	<ul style="list-style-type: none"> The students will preview a model of an explanatory writing piece. Then they will use the flow chart to write sentences that describe the steps that must be followed for the topic they chose, using time order words. 	<ul style="list-style-type: none"> Flow Chart Lined Paper 	<ul style="list-style-type: none"> Teacher Observation Student Sentences 	3.2 A,2,4,5,7,8 B.2,4 D.5

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EDITING	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use a checklist to proofread writing piece. 	<ul style="list-style-type: none"> • The students will read their steps to a partner while the partner acts out the steps. The students will self-check their work using the checklist (Worksheet #1). Then they will trade with a peer to check. Finally, they will conference with the teacher. 	<ul style="list-style-type: none"> • Explanatory Piece • Writing Checklist 	<ul style="list-style-type: none"> • Self Assessment • Teacher Observation 	3.2 A.9,11,12 C.1-6 D.1
REVISING	<ul style="list-style-type: none"> • use suggestions to make corrections. 	<ul style="list-style-type: none"> • Students will use comments on the checklist to add, delete, or change information. 	<ul style="list-style-type: none"> • Explanatory Piece • Writing Checklist 	<ul style="list-style-type: none"> • Self Assessment • Teacher Observation 	3.2 A.10,12
PUBLISHING	<ul style="list-style-type: none"> • complete a final draft using the computer. 	<ul style="list-style-type: none"> • Students can type the final draft on a word processing program, such as Kid Works Deluxe. 	<ul style="list-style-type: none"> • Writing Piece • Computer 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 A.13 B.1 D.1,4
RUBRIC	<ul style="list-style-type: none"> • be graded on the writing assignment based on a rubric. 	<ul style="list-style-type: none"> • Students will give a self assessment by completing a rubric, similar to Worksheet #3. The teacher will also assess the writing assignment with the rubric. The writing piece will be placed in a portfolio. 	<ul style="list-style-type: none"> • Writing Piece • Rubric 	<ul style="list-style-type: none"> • Rubric Score 	3.2 A.12 B.5

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PREWRITING	<p>The students will be able to:</p> <ul style="list-style-type: none"> use a list of questions to obtain information to be used in a comparative writing piece. 	<ul style="list-style-type: none"> Students will pair up and interview each other using a set of predetermined questions. The information obtained will then be used in a Venn Diagram to compare and contrast the likes and differences of the interviewer and the interviewee. 	<ul style="list-style-type: none"> Interview Questions Venn Diagram 	<ul style="list-style-type: none"> Teacher Observation Responses on Graphic Organizer 	3.2 A.1,2,5,6 B.1,2
WRITING	<ul style="list-style-type: none"> use ideas on a graphic organizer to create sentences. 	<ul style="list-style-type: none"> Students will use the information on the Venn Diagram to complete paragraphs about the likes and differences of the interviewer and the interviewee. 	<ul style="list-style-type: none"> Venn Diagram Lined Paper 	<ul style="list-style-type: none"> Teacher Observation Student Sentences 	3.2 A.2,4,5,7,8 B.2,4 D.3,5
EDITING	<ul style="list-style-type: none"> use a checklist to proofread writing piece. 	<ul style="list-style-type: none"> The partners will compare the Venn Diagrams. Then the students will self-check their work using the checklist (Worksheet #1). Then they will trade with a peer to check. Finally, they will conference with the teacher. 	<ul style="list-style-type: none"> Comparative Piece Writing Checklist 	<ul style="list-style-type: none"> Teacher Observation Self Assessment 	3.2 A.9,11,12 C.1-6
REVISING	<ul style="list-style-type: none"> use suggestions to make corrections. 	<ul style="list-style-type: none"> Students will use comments on the checklist to add, delete, or change information. 	<ul style="list-style-type: none"> Comparative Piece Writing Checklist 	<ul style="list-style-type: none"> Teacher Observation Self Assessment 	3.2 A.10,12
PUBLISHING	<ul style="list-style-type: none"> complete a final draft using the computer. 	<ul style="list-style-type: none"> Students can type the final draft on a word processing program, such as Kids Works Deluxe. 	<ul style="list-style-type: none"> Writing Piece Computer 	<ul style="list-style-type: none"> Teacher Observation 	3.2 A.13 B.1 D.1,4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
RUBRIC	<p>The students will be able to:</p> <ul style="list-style-type: none"> • be graded on the writing assignment based on a rubric. 	<ul style="list-style-type: none"> • Students will give a self assessment by completing a rubric, similar to Worksheet #3. The teacher will also assess the writing assignment with the rubric. The writing piece will be placed in a portfolio. 	<ul style="list-style-type: none"> • Writing Piece • Rubric 	<ul style="list-style-type: none"> • Rubric Score 	3.2 A.12 B.5
PREWRITING	<ul style="list-style-type: none"> • obtain factual information to be used in an expository writing assignment. 	<ul style="list-style-type: none"> • Students will choose an animal book from the library to use for a report. Review the table of contents and the index with the students. Students will use the informational book to obtain answers to a list of questions about the animal (i.e., size, prey habitat). 	<ul style="list-style-type: none"> • Library Book • List of Questions 	<ul style="list-style-type: none"> • Teacher Observation • Responses to the Questions 	3.2 A.1,2,5,6
WRITING	<ul style="list-style-type: none"> • use ideas on a graphic organizer to create sentences. 	<ul style="list-style-type: none"> • Students will see a model report constructed from the responses to the questions about animals. The students will use their responses to complete a report with sentences similar to the model. 	<ul style="list-style-type: none"> • List of Questions & Answers • Lined Paper 	<ul style="list-style-type: none"> • Teacher Observation • Student Sentences 	3.2 A.2,4,5,7,8 B.4 D.2,5
EDITING	<ul style="list-style-type: none"> • use a checklist to proofread writing piece. 	<ul style="list-style-type: none"> • The students will trade books and papers with a partner. They will check the facts in the paper by looking up the information in the book. Then the students will self-check their work using the checklist (Worksheet #1). Then they will trade with a peer to check. Finally, they will conference with the teacher. 	<ul style="list-style-type: none"> • Expository Piece • Writing Checklist 	<ul style="list-style-type: none"> • Teacher Observation • Self Assessment 	3.2 A.9,11,12 C.1-6

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REVISING	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use suggestions to make corrections. 	<ul style="list-style-type: none"> • Students will use comments on the checklist to add, delete, or change information. 	<ul style="list-style-type: none"> • Expository Piece • Writing Checklist 	<ul style="list-style-type: none"> • Teacher Observation • Self Assessment 	3.2 A.10,12
PUBLISHING	<ul style="list-style-type: none"> • complete a final draft using the computer. 	<ul style="list-style-type: none"> • Students can type the final draft on a word processing program such as Kid Works Deluxe. 	<ul style="list-style-type: none"> • Writing Piece • Computer 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 A.13 B.1 D.1,4
RUBRIC	<ul style="list-style-type: none"> • be graded on the writing assignment based on a rubric. 	<ul style="list-style-type: none"> • Students will give a self assessment by completing a rubric, similar to Worksheet #3. The teacher will also assess the writing assignment with the rubric. The writing piece will be placed in a portfolio. 	<ul style="list-style-type: none"> • Writing Piece • Rubric 	<ul style="list-style-type: none"> • Rubric Score 	3.2 A.12 B.5
PREWRITING	<ul style="list-style-type: none"> • use a game to obtain information to be used in a story. 	<ul style="list-style-type: none"> • Students will play a game using a game board similar to the one on Worksheet #2. They will use the game to compile a list of words to be used in a story. 	<ul style="list-style-type: none"> • Game Board • Paper 	<ul style="list-style-type: none"> • Teacher Observation • List of Words 	3.2 A.1,5,6
WRITING	<ul style="list-style-type: none"> • use ideas to create sentences. 	<ul style="list-style-type: none"> • Students will choose an appropriate story title after reviewing their list of words. Then the words will be used to construct sentences about the topic. 	<ul style="list-style-type: none"> • List of Words • Lined Paper 	<ul style="list-style-type: none"> • Teacher Observation • Student Sentences 	3.2 A.2,4,5,7,8 B.2 D.5
EDITING	<ul style="list-style-type: none"> • use a checklist to proofread writing piece. 	<ul style="list-style-type: none"> • The students will self-check their work using the checklist (Worksheet #1). Then they will trade with a peer to check. Finally, they will conference with the teacher. Students will focus on adding descriptive words to help readers make pictures in their minds. 	<ul style="list-style-type: none"> • Story • Writing Checklist 	<ul style="list-style-type: none"> • Teacher Observation • Self Assessment 	3.2 A.9,11,12 C.1-6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
REVISING	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use suggestions to make corrections. 	<ul style="list-style-type: none"> • Students will use comments on the checklist to add, delete, or change information. 	<ul style="list-style-type: none"> • Story • Writing Checklist 	<ul style="list-style-type: none"> • Teacher Observation • Self Assessment 	3.2 A.10,12
PUBLISHING	<ul style="list-style-type: none"> • complete a final draft using the computer. 	<ul style="list-style-type: none"> • Students can type the final draft on a word processing program, such as Kid Works Deluxe. 	<ul style="list-style-type: none"> • Writing Piece • Computer 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 A.13 B.1 D.1,4
RUBRIC	<ul style="list-style-type: none"> • be graded on the writing assignment based on a rubric. 	<ul style="list-style-type: none"> • Students will give a self assessment by completing a rubric, similar to Worksheet #3. The teacher will also assess the writing assignment with the rubric. The writing piece will be placed in a portfolio. 	<ul style="list-style-type: none"> • Writing Piece • Rubric 	<ul style="list-style-type: none"> • Rubric Score 	3.2 A.12 B.5
SPEECHES	<ul style="list-style-type: none"> • prepare and present speeches. 	<ul style="list-style-type: none"> • Write a list of fun topics on pieces of paper and place them in a hat. Students will choose a topic and take time to create a 2-3 minute speech. Notes can be written on an index card. Have students share speeches. 	<ul style="list-style-type: none"> • List of Topics • Hat • Note Cards 	<ul style="list-style-type: none"> • Oral Speech 	3.2 A.4,8 3.3 A.1,2,3 C.1 3.5 A.2
STORY ELEMENTS	<ul style="list-style-type: none"> • develop a biography about a character to be used in a story. 	<ul style="list-style-type: none"> • Discuss a character in a favorite story. Have students brainstorm a list of details about the character such as name, age, home, strengths, and weaknesses. Give out copies of Worksheet #4 and have the students create a biography of a new character. Once the character has been created, have the students use that character in a story. 	<ul style="list-style-type: none"> • Story • Chart • Worksheet #4 	<ul style="list-style-type: none"> • Biography • Worksheet 	3.1 G.4 3.2 A.1,3,6 D.4 3.3 A.1,2,4 C.1 3.5 A.1

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DIALOGUE	<p>The students will be able to:</p> <ul style="list-style-type: none"> develop a dialogue of a phone conversation. 	<ul style="list-style-type: none"> The students will listen to an example of a phone conversation. Then they will write a phone dialogue between two characters. Then have the students act out the phone conversation with a partner, using fake phones as props. 	<ul style="list-style-type: none"> Paper with Dialogue Toy Phones 	<ul style="list-style-type: none"> Oral Phone Conversation 	3.1 D.3 3.3 A.1-4 B.2 D.1,3 3.4 A.3
WRITING ACROSS THE CURRICULUM	<ul style="list-style-type: none"> explain answers to math questions. 	<ul style="list-style-type: none"> The students will solve math problems in math journals. Then they will write sentences to explain how the answer was derived. 	<ul style="list-style-type: none"> Math Questions Journals 	<ul style="list-style-type: none"> Written Responses 	3.2 D.2,3 3.3 B.3,4 3.5 A.3
USING DETAILS	<ul style="list-style-type: none"> create mini mysteries to be solved by the class. 	<ul style="list-style-type: none"> Students will select an object around the room. Then have them write notes detailing the physical characteristics such as color, size, and texture. They will write the description in sentences and place them in a box. Another student will draw a paper from the box, read the description, and try to guess the object. 	<ul style="list-style-type: none"> Objects in the Room Paper Box 	<ul style="list-style-type: none"> Written Descriptions Student Responses 	3.1 F.3 3.2 A.1,4 D.1 3.3 C.2
SEQUENCE	<ul style="list-style-type: none"> use comic strips to create a sequence of events. 	<ul style="list-style-type: none"> The students will look at various comic strips from the newspaper. Then they will be given a comic strip that has been cut apart. They will put the strip into the correct sequence. Then they will draw their own comic strip. They will cut it apart and trade with a partner and put their partner's comic strip into sequence. 	<ul style="list-style-type: none"> Comic Strips Drawing Materials Scissors 	<ul style="list-style-type: none"> Teacher Observation 	3.1 G.2 3.2 A.1 D.2 3.5 A.2 B.3

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VIVID MESSAGES/ ADVERTISING	<p>The students will be able to:</p> <ul style="list-style-type: none"> • create an advertisement for a magazine. 	<ul style="list-style-type: none"> • The students will view ads in magazines. Have students choose a product to “sell.” The students will create an advertisement with text and illustrations. Then discuss which products the class would want to buy based on the advertisements. 	<ul style="list-style-type: none"> • Magazines • Drawing Materials 	<ul style="list-style-type: none"> • Teacher Observation • Advertisement Campaign 	3.2 A.1,4,8 3.2 D.1 3.5 A.2 B.1,2
PICTURE PROMPT	<ul style="list-style-type: none"> • write about a picture. 	<ul style="list-style-type: none"> • The students will given a picture from a book, magazine, or newspaper. The students will have fifteen minutes to write about the picture and to check details, organization, capitalization, punctuation, grammar, spelling, and handwriting. 	<ul style="list-style-type: none"> • Pictures • Lined Paper 	<ul style="list-style-type: none"> • Written Responses • Teacher Observation 	3.2 A.1,4,6,7,8 B.1 C.1-6
EDITING	<ul style="list-style-type: none"> • critique and comment on the work of peers. 	<ul style="list-style-type: none"> • Make a copy of a student’s story or a journal entry. Make a transparency, but leave off the name. Have the class discuss the good qualities of the paper and make suggestions for revisions. 	<ul style="list-style-type: none"> • Transparencies of Student Stories • Overhead 	<ul style="list-style-type: none"> • Class Discussion 	3.2 A.9-12 C.1-5 3.3 C.2
SENSORY IMAGES	<ul style="list-style-type: none"> • review pieces of literature for sensory images that describe characters, setting, and other story elements. 	<ul style="list-style-type: none"> • Read a descriptive story to the students, such as “A Chair For My Mother” by Vera B. Williams. Discuss passages in the story where the author creates sensory images with words. Then have the class find sensory images in other stories and describe them on a senses web like the one on Worksheet #5. 	<ul style="list-style-type: none"> • Story • Sensory Web 	<ul style="list-style-type: none"> • Responses on Sensory Web • Teacher Observation 	3.2 A.1,3 3.3 A.1-4 C.1,2 3.4 A.3 B.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
GRAMMAR AND USAGE					
SENTENCE CONCEPTS/ COMPLETE & INCOMPLETE	<p>The students will be able to:</p> <ul style="list-style-type: none"> understand sentence concepts including word order, statements, questions, exclamations, and commands. 	<ul style="list-style-type: none"> Have the students put scrambled sentences in word order, re-write and include correct end punctuation. 	<ul style="list-style-type: none"> Scrambled Sentences Workbook 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C.1
PARTS OF A SPEECH	<ul style="list-style-type: none"> understand and use nouns (common, proper, singular, plural, irregular plural, possessives), verbs (action, helping, linking, irregular), pronouns (possessive, subject, object, pronoun-verb agreement), adjectives and conjunctions. 	<ul style="list-style-type: none"> The students will use reading selection in a children's magazine to highlight a particular part of speech. Have the students choose favorite characters from a reading selection and list pronouns that can be used to replace their names. Have the students create a book of adjectives that can be used as a reference to make writing more exciting. Have students practice joining sentences. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Magazines Reading Material Blank Booklet Workbook 	<ul style="list-style-type: none"> Teacher Observation Graded Workbook Pages 	None
SUBJECT/ PREDICATES	<ul style="list-style-type: none"> understand the use of and locate subjects and predicates in sentences. understand subject-verb agreement. 	<ul style="list-style-type: none"> Have the students write a letter to a friend. Read it aloud to make sure it sounds right, that there is subject-verb agreement. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Paper Pencil Workbook 	<ul style="list-style-type: none"> Teacher Observation 	None

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SENTENCE STRUCTURE	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize a sentence structure including simple, compound, and complex. 	<ul style="list-style-type: none"> Have the students read a sentence aloud from a story previously read and identify it as simple, compound, or complex. The students will continue this, taking turns to read sentences. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> Reading Material Workbook 	<ul style="list-style-type: none"> Teacher Observation 	None
CONTRACTIONS	<ul style="list-style-type: none"> understand and use contractions in sentences. 	<ul style="list-style-type: none"> Have the students play contraction games. Make a list of words that are contractions. Write the two words that each represents. Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> List of Contractions Workbook 	<ul style="list-style-type: none"> Teacher Observation 	None
<u>PENMANSHIP</u> INCREASING CONTROL/ SPACING	<ul style="list-style-type: none"> gain increasing control of penmanship, pencil grip, paper position, and beginning stroke. 	<ul style="list-style-type: none"> The students will practice neat writing in every area of the curriculum. Use reward certificates to honor a student when good/improved penmanship is noted. Praise good grip and paper position as well. 	<ul style="list-style-type: none"> Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C.6

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<p><u>MECHANICS</u></p> <p>CAPITALIZATION</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use capitalization of proper nouns, titles, abbreviations, and the pronoun "I" in sentences. 	<ul style="list-style-type: none"> • Given a paragraph with no capitalization, students proofread, telling why they capitalized certain words. • Have students complete corresponding workbook pages. 	<ul style="list-style-type: none"> • Paragraph • Workbook 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 C.2</p>
<p>PUNCTUATION</p>	<ul style="list-style-type: none"> • use end marks (period, question mark, exclamation point), commas, apostrophes (in contractions & possessives) and quotation marks correctly. 	<ul style="list-style-type: none"> • Have students write letters using correct punctuation. • Have the students write a short conversation between two story characters using correct punctuation, including quotation marks. 	<ul style="list-style-type: none"> • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 C.1</p>
<p><u>EVALUATION</u></p> <p>WRITING RUBRIC</p>	<ul style="list-style-type: none"> • identify the most effective features of a piece of writing using the class rubric as a reference. • determine how own writing achieves its purpose and monitor own growth using rubric scores. 	<ul style="list-style-type: none"> • Once students completely understand the rubric and its purpose, they will have conferences with the teacher to determine what can be improved upon in their next writing piece. 	<ul style="list-style-type: none"> • Writing Piece • Models of Good Writing 	<ul style="list-style-type: none"> • Teacher Observation • Student Evaluation & Response to Own Work 	<p>3.2 A.12</p>