NORTH SMITHFIELD SCHOOL DEPARTMENT

ENGLISH LANGUAGE ARTS CURRICULUM GRADE 2

Elementary School
Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was completed in June 2012 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio Department of Education*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

> ## Mission Statement
> *North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society*

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The **Common Core State Standards** (**CCSS)** anchor standards include:
- **College and Career Readiness Anchor Standards for Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge
  - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:
- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment to** guide instruction
- Use **constructive and extended responses**
- Use *Classroom Instruction That Works* **Strategies:**
  - Setting objectives and providing feedback
  - Reinforcing effort and providing recognition
  - Cooperative learning
  - Cues, questions, and advance organizers
  - Nonlinguistic representations
  - Summarizing and note taking
  - Assigning homework and providing practice
  - Identifying similarities and differences
  - Generating and testing hypotheses
  - Provide opportunities for **independent, partner** and **collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
  - anchoring
  - cubing
  - jig-sawing
  - pre/post assessments
  - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking: Webb's Depth of Knowledge, 2,3,4,** skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS):**
  - communication
  - critical thinking
  - problem solving
  - reflection/evaluation
  - research
- Model the use of **graphic organizers**:
  - sequence organizers (chains, cycle),
  - concept development (mind map),
  - compare/contrast organizers (Venn diagrams, comparison charts),
  - organizers (word web, concept map),
  - evaluation organizers (charts, scales),
  - categorize/classify organizers (categories, tree)
  - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading
- Model the following **reading strategies**
  - using prior knowledge
  - sampling a page for readability
  - summarizing
  - predicting and making text based inferences
  - determining importance

- o generating literal, clarifying, and inferential questions
- o constructing sensory images (making pictures in one's mind)
- o making connections (text to self, text to text, and text to world)
- o taking notes
- o locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
- o using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- o using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
  - o making connections
  - o questioning
  - o visualizing
  - o inferring
  - o determining importance
  - o synthesizing information
  - o self-monitoring or fix-up
  - o predicting
  - o summarizing
- Model **writers' workshop**
- Facilitate
  - o Academic word wall
  - o Annotated works cited
  - o Article of the week
  - o Book clubs
  - o Class discussion
  - o Guided reading
  - o Literature circles
  - o RAISE
  - o Readers' theater
  - o Think-pair-share
  - o Writer's Notebook

- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics** and **models**

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance- based tasks**,** standardized mid-term exam, standardized final exam.
- **REQUIRED** COMMON ASSESSMENTS
  - o Constructed response
  - o DRA 2
  - o PALS
  - o Formative TBD
  - o Summative TBD
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
  - o teacher and student use to make decisions about what actions to take to promote further learning
  - o on-going, dynamic process that involves far more frequent testing
  - o serves as a practice for students
- **Common Summative Assessment (S**) - used to measure the level of student, school, or program success
  - o DRA

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- **Additional assessments include:**
  - Anecdotal records
  - Conferencing
  - Graphic organizers
  - Journals
  - Multiple Intelligences assessments, e.g.
    - Role playing - bodily kinesthetic
    - Graphic organizing - visual
    - Collaboration - interpersonal
  - Multi-media/technology
  - Non-linguistic representations
  - Oral presentations

  - Oral presentations
  - Problem/Performance based/common tasks
  - RAISE responses
  - Rubrics/checklists (mathematical practice)
  - Tests and quizzes
  - Technology tasks (Photo-story, Power Point, etc.)
  - Think-alouds
  - Writing genres
    - Arguments/ opinion
    - Information
    - Narrative
    - Research

Standards organized into suggested quarter modules (PARCC)
Grade 3 (no model available for grades K-2)
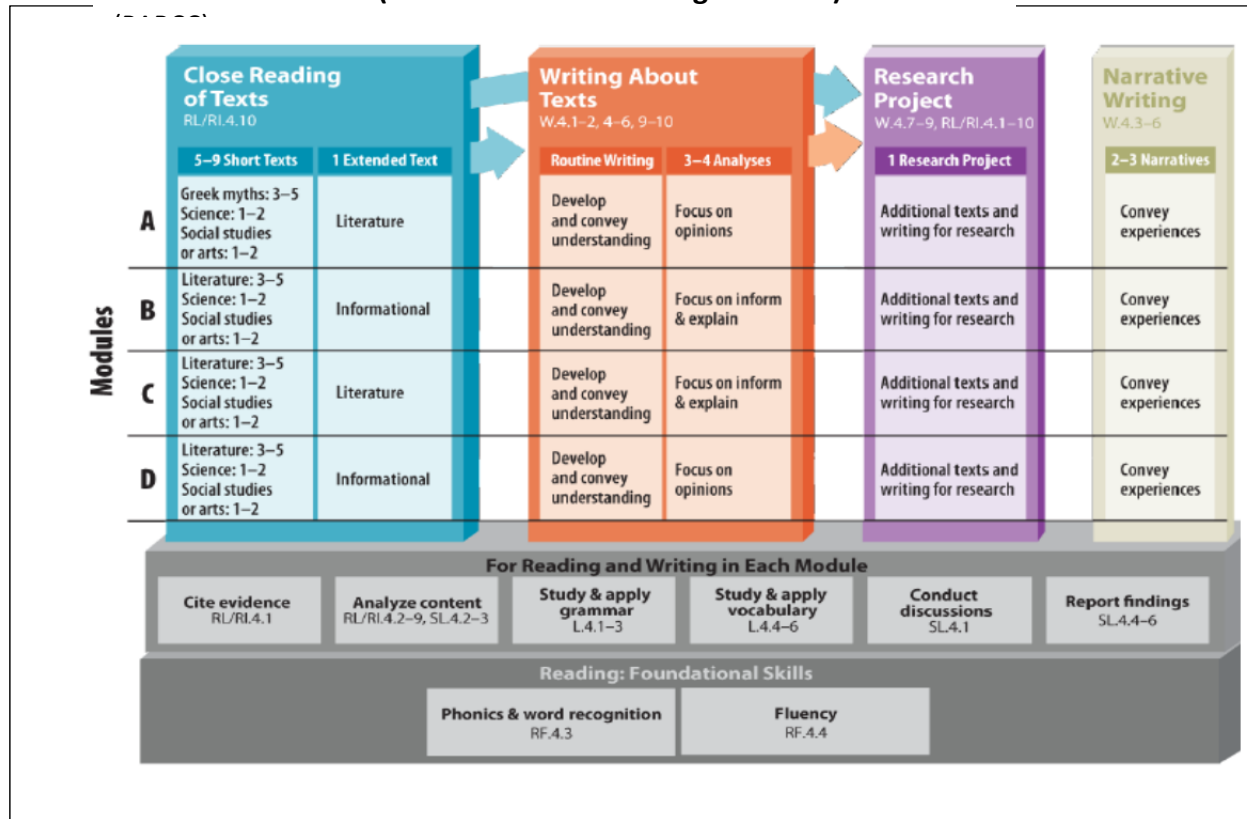
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RESOURCES GRADE 2

Textbooks
- *Treasures*

- **Supplementary Student**
- **Literary (**Lexile rates 450–790)
- I**nformational (**Lexile rates 450–790)
- Core Books
- Suggested Reading

Supplementary Teacher
- *Classroom Instruction That Works,* McRel
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work,* Marzano
- *Guided Reading,* Fountas and Pinnell
- *Literature Circles,* Daniels
- *Make It Real Strategies for Success with Informational text, Linda Hoyt*
- *Mosaic of Thought,* Keene, Zimmerman
- *Reading Essentials,* Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey

Supplementary Teacher Links
- CNN Student News (http://www.cnn.com/studentnews/index.html)
- Common Core Maps   www.commoncore.org/maps
- Common Core Standards (http://www.corestandards.org/)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf
- Discovery Education (http://my.discoveryeducation.com/)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources:pdf
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum   http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1
- PARCC http://www.parcconline.org/parcc-content-frameworks
- PARCC http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglish LanguageArts0.pdf
- PBS Learning
- Promethean Planet
- Shmoop

- The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube
- www.learnzillion.com
- http://www.tcoe.org/ERS/CCSS/ELA/Bookmarks **(**Tulare Public Schools ELA 'bookmarks' that are half page reference sheets which define each CCSS by grade level. The 'bookmark' identifies essential skills, concepts, academic vocabulary and question stems relevant to the standard).

Reading Standards Links
- *7 Keys to Comprehension*   (http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf)
- Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf
- Graphic Organizers   (http://www.eduplace.com/graphicorganizer/)
- KWL (http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)
- Lexile Finder   (http://www.lexile.com/)
- Literature Circles (http://www.litcircles.org/)
- Reader's Workshop (http://www.readersworkshop.org/)
- Reading Essentials   (http://www.regieroutman.com/teachingessentials/print.asp)
- RI PreK-12 Literacy Policy   (http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf)
- Strategies the Work: Non Fiction Matters (http://www.mcte.org/fallwork/archive/harvey/resources.html)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf)
- Venn Diagram (http://www.eduplace.com/graphicorganizer/pdf/venn.pdf)

Writing Standards Links
- Criterion Writing Evaluation (https://criterion.ets.org/)
- Editing Checklists (http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html)
- KWL (http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)
- References/ Citations (http://easybib.com/)
- Research, grammar http://owl.english.purdue.edu
- *Teaching Argument Writing,* George Hillocks, Jr.
- *Write Like This,* Kelly Gallagher
- Research, grammar http://owl.english.purdue.edu
- Write *Source* Text (http://thewritesource.com/)

Speaking and Listening Standards Links
- Literature Circles (http://www.litcircles.org/)
- Reader's Workshop (http://www.readersworkshop.org/)

Materials

Technology
- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

READING LITERATURE (RL)
 	
Key Ideas and Details
 	
The focus of Key Ideas and Details is the reader's ability to understand the information in what they have read or what has been read to them. In asking and answer questions about a text, readers reconstruct (retell with explanations) the story and begin to use analytical talk. This retelling helps readers build story comprehension and rethink their way through a text. This level of comprehension provides readers with the foundation for discussing and analyzing characters. Doing so requires readers to make inferences about the abstract traits of a character and helps readers craft increasingly rich characters of their own.
	-	**Students**
		
		RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		    • <u>Literature</u>
		       o Treasures, e.g. "There's Nothing Like Baseball"
		
		    • <u>Academic Vocabulary</u>
		       o question
		       o answer
		       o demonstrate
		       o key details
		       o understanding
		       o text
		       o details
		       o information
		
		    • <u>Essential Skills and Concepts</u>
		       o Ask questions
		       o Answer questions (who, what, where, when, why)
		       o Understand which details are more important to the story
		       o Demonstrate how the key details support or move the story forward
		    • <u>Questions Stems and Prompts, e.g.</u>
		       o Who is this story about?
		       o Where in the passage did you find the key detail?
		
		RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		    • <u>Literature</u>
		       o Treasures, e.g.
		          ▪ "My Name is Yoon"
		          ▪ "Ant and Grasshopper"
		    • <u>Academic Vocabulary</u>
		       o recount
		       o fables
		       o folktales
		       o determine
		       o central message
		       o moral
		       o resolution
		       o sequence
		       o problem
		    • <u>Essential Skills and Concepts</u>
		       o Retell: stories, fables, and folktales from different cultures
		       o Answer questions about the text
		       o Determine the 'big idea' about the lesson or moral of story
		       o Synthesize the message and connect to other stories or lessons
		    • <u>Questions Stems and Prompts, e.g.</u>
			TEACHER NOTES, for example
			
			• *Guided reading*
			• *RAISE*
			• *Summarizing and note taking (McRel)*
			• *Think Aloud*
			• *Thinkmarks*
			
			• *Guided reading*
			• *Prediction chart*
			• *Summarizing and note taking (McRel)*
			• *Think Aloud*
			• *THinkmarks*
			• *Treasures Anthology,* Read Aloud
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• *Treasures*
				  o "There's Nothing Like Baseball"
				  o "David's New Friend"
				  o "My Name is Yoon"
				  o "Ant and Grasshopper
				
				• *Classroom Instruction That Works,* McRel
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				• Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf
				
				• Diverse Learners: www.cast.org
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• *Treasures* Benchmark Assessments
					
					• Weekly Running Records 2

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		o What is the central message in this story, fable, or folktale?
		o Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale.
		o What is the moral of the story? fable? folktale?
		
		RL2.3 Describe how characters in a story respond to major events and challenges.
		  • Literature
		    o Treasures, e.g.
		      ▪ David's New Friend"
		  • Academic Vocabulary
		    o describe
		    o major event
		    o minor event
		    o major/minor characters
		    o interaction of characters
		    o challenges
		    o sequence of event
		
		  • Essential Skills and Concepts
		    o Understand sequence of events in a story
		    o Describe how characters face different events and challenges in story
		    o Understand that characters engage as a result of what happens during the story
		  • Questions Stems and Prompts, e.g.
		    o Retell the story in sequential order.
		    o How do the major/minor characters respond to important challenges in the story?
		    o What effect do the events in the story
		    o What decision could the characters have responded to differently?
		    o How does the character change?
			• Guided reading
			• Partner reading
			• Hand Graphic Organizer for Reading
			Use the drawing of a hand with each finger representing one of the five Ws (who, what, where, when, why). The palm of the hand has a heart that represents the central message, lesson or moral. The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary.		

READING LITERATURE (RL)
 	
Craft and Structure
		Students
		
		RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		  • Literature
		    o Treasures, e.g.
		      ▪ "Click, Clack Moo"
		      ▪ "Dig, Wait, Listen"
		    o No Dragons for Tea
		  • Academic Vocabulary
		    o distinguish
		    o alliteration
		    o emphasis
		    o rhyme
		    o rhythm
		    o repetition
		  • Essential Skills and Concepts
		    o Distinguish between words and phrases
		    o Distinguish the "cadence" of spoken language
		    o Ability to hear same and/or differing sounds in words
		    o Ability to see and hear the pattern of the spoken language
		    o Know that alliteration means words start with the same or similar sounds
		    o Know that often authors repeat the same lines for emphasis or effect
			TEACHER NOTES, for example
			
			• Cause and effect
			• Guided reading
			• Nonlinguistic representation (McRel)
			• Think Aloud
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• Treasures
				  o "Click, Clack Moo"
				  o "Dig, Wait, Listen"
				  o "Farfallina and Marcel"
				  o "Mr. Putter and Tabby"
				  o " Pour the Tea"
				• No Dragons for Tea
				
				• Classroom Instruction That Works, McRel
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Graphic organizers
					
					• Think aloud notes
					
					• Treasures Benchmark

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		• **Questions Stems and Prompts, e.g.** o Can you identify words that rhyme? o What is difference between a word, a phrase, or a sentence? o Find a sentence that shows an example of alliteration. o Can you come up with a sentence where all the words start with the letter _____? o Identify and clap the rhythm in a stanza. o Do you see any repetition in this story, poem, or song? o Why do you think the author repeated that line? o How do you know this is a poem and not a story?		http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading **h**ttp://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	Assessments • Weekly Running Records 2
		RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • **Literature** o **Treasures, e.g.** ▪ "Mr. Putter and Tabby" ▪ " Pour the Tea" • **Academic Vocabulary** o analyze o text o paragraph o section o chapter • **Essential Skills and Concepts** o Understand story structure o Understand the beginning of a story that introduces the characters and setting o Describe the actions that occur at the ending of the story • **Questions Stems and Prompts, e.g.** o Describe the beginning, middle, and end of the story. o What are the character's problems? o How does the character solve the problem? o Analyze this paragraph, what is the author trying to tell you? o What information does the author include at the beginning of the story that helps you understand the rest of the story? o In which part of the story does most of the action occur?	• *Sequence Story Map* • *Comprehension strategies: making connections, synthesizing* • *Guided reading* • *Treasures Anthology,* Read Aloud		
		RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • **Literature** o **Treasures, e.g.** ▪ "Farfallina and Marcel" • **Academic Vocabulary** o distinguish o point of view o opinion o dialogue o contrast • **Essential Skills and Concepts** o Understand and identify point of view o Distinguish one character's point of view from another character's o Understand character's voice in literature o Distinguish between characters' voices when reading aloud o Use different voices for different characters (e.g., high, gruff, low, excited)	• *Guided reading* • *Inference chart* • *Think Aloud* • *Visualizing* • *Inference chart* • *Reader's Theater: Traits, Feelings, Mood, Tone* *After reading a story, students analyze the characters to identify their traits, feelings, mood and tone. Create a Reader's Theatre to demonstrate the differences in characters, their voice and opinions.* • *Graphic Organizers for classroom use with story structure,*		

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		• **Questions Stems and Prompts, e.g.** o Describe the difference between the two character's points of view. o Why was it important for the author to use dialogue? o How are the characters different or alike? o Would you think the same way as the character does? Why? Why not?	*compare/contrast, summary, etc., are available through Treasures.*		

READING LITERATURE (RL)
 	
Integration of Knowledge and Ideas
		Students
		
		RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		 • **Literature**
		  o *Treasures,* e.g.
		   ▪ "The Tiny Seed"
		 • **Academic Vocabulary**
		  o illustrations
		  o character
		  o setting
		  o plot
		  o digital text
		 • **Essential Skills and Concepts**
		  o Understand character, plot, and setting
		  o Analyze text information & illustrations to understand deeper meaning of the story
		  o Use opportunities to explore books, or stories, as digital text
		 • **Questions Stems and Prompts, e.g.**
		  o What clues do the illustrations in the story provide to help you understand the setting , characters, and plot in the story?
		  o What did you learn about the characters, setting, or plot from the words the author used?
		
		RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
		 • **Literature**
		  o Treasures, e.g.
		   ▪ "Kate and the Beanstalk"
		   ▪ "Jack and the Beanstalk"
		 • **Academic Vocabulary**
		  o compare
		  o contrast
		  o author
		  o culture
		  o character
		  o plot
		  o theme
		  o story
		  o interpretation
		 • **Essential Skills and Concepts**
		  o Compare and contrast the same text by different authors
		  o Compare and contrast selected text from different cultures
		 • **Questions Stems and Prompts, e.g.**
		  o Why do you think the authors created their own version of the same story?
		  o What are some of the differences you notice in the two stories?
		  o Did the authors change the main ideas in their versions of the story?
		  o Compare and contrast the differences in the authors' interpretation.
			TEACHER NOTES, for example
			
			• *Graphic organizers*
			• *Guided reading*
			• *Conclusion chart*
			
			• *Compare and contrast charts (Treasures)*
			• *Guided writing*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				• *Treasures, e.g.*
				  o *"Kate and the Beanstalk"*
				  o *"Jack and the Beanstalk"*
				  o *"The Tiny Seed"*
				
				• *Classroom Instruction That Works,* McRel
				
				• Interactive Venn Diagram When comparing characters, students could use an interactive Venn diagram to list the similarities and differences. For an interactive resource that produces a computer-generated comparison chart once information has been entered, visit http://www.readwritethink.org/files/resources/interactives/venn/
				• Trade books for comparing and contrasting
				• *23 Major Illustrators Talk to Children About Their Art,* Eric Carle Museum of Picture Book Art
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• *Weekly* Running Records

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		o Which culture (country) is represented in this story? o What is the relationship between the two stories?		attachment.aspx?uid=3366 8445&folder=Inbox&partId =3&saveAs=Comprehensiv e_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf • Diverse Learners: www.cast.org	

READING LITERATURE (RL)
Range of Reading and Level of Text Complexity
		Students
		
		RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band (Lexile rates 450–790) proficiently, with scaffolding as needed at the high end of the range.
		   • Literature
		     o Treasures, e.g.
		       ▪ "Officer Buckie and Gloria"
		   • Academic Vocabulary
		     o comprehend
		     o independently
		     o proficiently
		     o literature
		     o character
		     o plot
		     o setting
		     o author
		   • Essential Skills and Concepts
		     o Recognize a variety of text (stories, poetry)
		     o Comprehend literature in grade 2-3 complexity band
		     o Read independently and proficiently in grade 2-3 complexity band
		     o Read text with multiple layers of meaning
		     o Read text with implicit and unconventional structures
		     o Read text with figurative, purposeful, and academic vocabulary
		   • Questions Stems and Prompts, e.g.
		     o Can you tell me what you have liked so far about the text (prose/poetry)?
		     o Does this story/poem remind you of any other stories/poems we have read?
		     o Compare this piece to other pieces of text you have read.
		     o Identify similarities between the two pieces.
		     o Predict what you think will happen next in the story.
			TEACHER NOTES, for example
			
			• *Broad range quality reading*
			• *Dimensions for measuring text complexity:*
			   o *Qualitative dimensions of text*
			   o *Quantitative dimension of text complexity*
			   o *Reader and task considerations*
			   o *CCSS ELA Appendices A and B*
			• *Guided reading*
			• *Reader's Theater*
			• *Scaffolded instruction in core and independent reading*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• Common Core State Standards, Appendices A and B
				• *Treasures*
				   o "Officer Buckie and Gloria"
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.c om/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=3366 8445&folder=Inbox&partId =3&saveAs=Comprehensiv e_Assessment.pdf
				• Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Anecdotal record/notes taken during guided reading
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• Weekly Running Records

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				• Diverse Learners: www.cast.org	
READING INFORMATIONAL TEXT (RI) Key Ideas and Details		**Students** RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Informational Text o *Treasures, e.g.* ▪ "Goose's Story" • Academic Vocabulary o question o answer o demonstrate o details o text o outline o passage • Essential Skills and Concepts o Demonstrate understanding of character o Ask questions o Answer who, what, where, when, why questions o Understand key details o Identify main ideas and key details within the text • Questions Stems and Prompts, e.g. o Asking yourself questions that will help you understand the story, like: Who is	TEACHER NOTES, for example • *Book Talks* • *Cause and effect chart* • *Guided reading* • *RAISE* • *Science books* • *Summarizing and note taking (McRel)*	RESOURCE NOTES • See Resource list in the introduction, p. 6 • *Treasures* o "A Way to Help the Planet o "Goose's Story" o "The Alvin Ailey Kids Dancing As a Team" • Science kit books o Insects o Pebbles, Sand, Silt o Solids and Liquids • *Classroom Instruction That*	ASSESSMENT NOTES **Required** • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD **Suggested** (see assessment list in the introduction) • Anecdotal record/notes taken during guided

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		this story about? Where did it take place? What is happening now? o Why do you think the author included that detail? o Where in the passage did you find that key detail? o How do the key details make a difference at the end of the story? RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Informational Text o *Treasures , e.g.* ▪ *"The Alvin Ailey Kids Dancing As a Team"* • Academic Vocabulary o paragraph o multi-paragraph o main topic o key details o focus o graphic organizer • Essential Skills and Concepts o Identify main topic within a multi-paragraph text o Identify the topic sentence of each paragraph in a text o Determine how each paragraph supports the main topic being addressed by the author o Identify main ideas, key details in a multi- paragraph text o Understand how to recount details in a multi- paragraph text • Questions Stems and Prompts, e.g. o What is the main idea of this text? o What is the topic sentence in this paragraph? o What additional details does the author give us in this paragraph that helps us understand the main topic? o Is there a map or graphic organizer you can use to keep track of the main ideas in each paragraph? o List some of the supporting details found in this multi-paragraph text. o What is the focus of this paragraph? RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • Informational Text o *Treasures , e.g.* ▪ *"A Way to Help the Planet"* • Academic Vocabulary o compare o contrast o sequence o historical o technical o scientific o timeline • Essential Skills and Concepts o Compare and contrast scientific ideas or concepts o Demonstrate understanding of the sequence of historical events o Comprehend and show understanding of the sequence of steps in a technical procedure o Describe how one event, a scientific event, or step in a procedure influences another • Questions Stems and Prompts, e.g. o How did the life of (historical figure) effect people today?	• *Discussions* • *Guided reading* • *Summarize chart* • *RAISE* • *Think Alouds* • *Thinkmarks* • *Science Experiments* o *Solids and Liquids* • *Description web*	*Works,* McRel • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	reading • Graphic organizers • Think aloud notes • *Treasures* Benchmark Assessments • Weekly Running Records

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		o Which step would you do first? Which would you do last? o How has this _____ changed over time? o Show me how scientific ideas or concepts are the same and how they are different? o Using a timeline, sequence the historical events. o Why is it important to do step 1 in a technical procedure before step 3? o What do you think would happen if you did not follow the steps in order?			

READING INFORMATIONAL TEXT (RI)
 	
Craft and Structure
		Students
		
		RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		• Informational Text
		  o *Treasures ,* e.g.
		    ▪ *"Columbus Explores New Lands"*
		• Academic Vocabulary
		  o root word
		  o compound word
		  o prefixes
		  o suffixes
		  o dictionary
		  o digital dictionary
		• Essential Skills and Concepts
		  o Determine the meaning of root words in a text
		  o Determine the meaning of new words using prefixes and suffixes
		  o Identify the meaning of compound words
		  o Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas
		  o Understand that sometimes when a word is used in a phrase, the meaning of the word may change
		• Questions Stems and Prompts, e.g.
		  o Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word.
		  o What will you do if you come to a word you don't know?
		  o What strategies can you use to help find out what a word means?
		  o How does the particular meaning of the same word change in different contexts?
		  o Explain the meaning of the word that includes a prefix or suffix from the text.
		  o Did you try using the computer's dictionary to find the meaning of the word?
		
		RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
		• Informational Text
		  o *Treasures ,* e.g.
		    ▪ *"A Trip to the Emergency Room"*
			TEACHER NOTES, for example
			
			• *Class discussion*
			• *Main idea and detail web*
			• *Guided reading*
			• *Think aloud*
			• *Vocabulary and concept graphic organizers (McRel)*
			
			• *Graphic organizers (McRel)*
			• *Guided reading*
			• *Sequence chart*
			• *Glossary*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• *Treasures*
				  o "A Trip to the Emergency Room"
				  o "Columbus Explores New Lands"
				  o "Meet Rosina"
				
				• Science non-fiction leveled texts
				
				• *Classroom Instruction That Works,* McRel
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				
				• Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Anecdotal record/notes taken during guided reading
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• Weekly Running Records

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		• **Academic Vocabulary** ○ bold print ○ subheading ○ caption ○ icons ○ glossaries ○ indexes • **Essential Skills and Concepts** ○ Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices ○ Show understanding of key facts or information in the text • **Questions Stems and Prompts, e.g.** ○ Can you find_____ feature in the text? ○ Open you book. Find the index, glossary, and heading. ○ Are there any words that are written in bold print? ○ Why do you think the author wrote that word in bold print? ○ Retell key facts from text. ○ Under the subheading of_____, find a key fact. ○ Why are icons important, and how do they help us locate key facts? ○ On the computer, can you find the icon that means undo, save, Internet Explorer? ○ I will show you some icons; you tell me what they mean. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • **Informational Text** ○ *Treasures , e.g.* ▪ *"Meet Rosina"* • **Academic Vocabulary** ○ main purpose ○ author's intent ○ description ○ explanation ○ passage • **Essential Skills and Concepts** ○ Demonstrate understanding of author's intent ○ Determine the information from the text • **Questions Stems and Prompts, e.g.** ○ What is the author's intent in this text? ○ What does the author explain or describe in this passage? ○ After reading the text, what information did the author describe to you? Summarize the author's intent. ○ In the text we just read, is the author trying to explain, describe or answer something? What makes you think that?	• *Class discussions* • *Guided reading* • *Main idea and details web (Treasures)*	m/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	
READING INFORMATIONAL TEXT (RI) Integration of Knowledge and Ideas		**Students** RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • **Informational Text** ○ *Treasures , e.g.* ▪ *"Superstorm"* • **Academic Vocabulary**	**TEACHER NOTES, for example** • *Prediction chart* • *Guided reading* • *RAISE* • *Skimming and scanning* • *Synthesize from notes*	**RESOURCE NOTES** • See Resource list in the introduction, p. 6 • *Treasures* ○ *"Dig, Wait, Listen"* ○ *" Sarah Morton's Day"*	**ASSESSMENT NOTES** **Required** • Constructed response • DRA 2 • PALS • Formative TBD

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		o images
		o diagram
		o charts
		o graphs
		o clarify
		o example
		o conclusions
		• **Essential Skills and Concepts**
		  o Use pictures and diagrams to gather information for clarification of meaning
		  o Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about
		  o Connect illustrations with the message
		• **Questions Stems and Prompts, e.g**.
		  o How does reading the chart, diagram help you understand what the author is trying to say?
		  o Restate the important facts from the chart or graph using the _____.
		  o What examples can you find to _____?
		  o What conclusions can you draw_____?
		  o How can you make use of these facts and graphs?
		
		RI.2.8 Describe how reasons support specific points the author makes in a text.
		• **Informational Text**
		  o *Treasures , e.g.*
		    ▪ *"Dig, Wait, Listen"*
		• **Academic Vocabulary**
		  o reasons
		  o justify
		  o explain
		  o details
		  o support
		  o main purpose
		• **Essential Skills and Concepts**
		  o Be able to justify an author's main points
		  o Know how to link people and their ideas
		  o Know that an author writes to share what he/she thinks
		  o Know that authors use details to help make a point
		  o Understand that authors try to explain their thinking
		  o Know that an author may have more than one reason to explain his thinking
		• **Questions Stems and Prompts, e.g**.
		  o Explain in your own words the reasons that support the author's main purpose.
		  o What details did the author use to support his/her main purpose?
		  o Why did the author write this piece?
		
		RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
		• **Informational Text**
		  o *Treasures , e.g.*
		    ▪ *"Sarah Morton's Day"*
		    ▪ *"Samuel Eaton's Day"*
		• **Academic Vocabulary**
		  o compare
		  o contrast
		  o illustrations
		  o key details
				Author's purpose
				• *Guided reading*
				• *Notetaking (McRel)*
				• *RAISE*
				• *Thinkmarks*
				
				• *Venn Diagram*
				• *Guided reading*
				• *Picture Book Practice*
				Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.
					o "Samuel Eaton's Day"
					o "Superstorm"
					
					• non-fiction leveled readers
					
					• *Classroom Instruction That Works,* McRel
					
					• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
					• Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf
					
					• Diverse Learners: www.cast.org
						• Summative TBD
						
						Suggested (see assessment list in the introduction)
						
						• Anecdotal record/notes taken during guided reading
						
						• Graphic organizers
						
						• Think aloud notes
						
						• *Treasures* Benchmark Assessments
						
						• Weekly Running Records

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		○ text
		    ○ similarities
		    ○ differences
		• **Essential Skills and Concepts**
		    ○ Analyze texts
		    ○ Identify the points the author is making
		    ○ Identify the key details presented
		    ○ Describe the similarities of both texts
		    ○ Describe the differences between both texts
		    ○ State the biggest difference between the two texts
		    ○ State which piece of text you like best and why
		• **Questions Stems and Prompts, e.g.**
		    ○ What is the text about?
		    ○ What are the key details?
		    ○ Read both texts. What is the difference between them? (contrast)
		    ○ How are the two pieces alike? (compare)
		    ○ How were the illustrations used in both books?
		    ○ What did the illustration in the books tell you?
		    ○ Can you tell your partner what is the same/different about what you are reading?			

READING INFORMATIONAL TEXT (RI)
 	
Range of Reading
Level of Text Complexity
		Students
		
		RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band (Lexile rates 450–790) proficiently, with scaffolding as needed at the high end of the range.
		• **Informational Text**
		    ○ *Treasures , e.g.*
		       ▪ *"African-American Inventors"*
		    ○ *Science non-fiction books*
		• **Academic Vocabulary**
		    ○ illustrations
		    ○ graphics
		    ○ text
		    ○ textual features
		    ○ author
		    ○ informational text
		    ○ self-monitoring
		• **Essential Skills and Concepts**
		    ○ Experience reading grade level science supplemental stories
		    ○ Experience reading grade level history/social science publications
		    ○ Read informational texts independently and proficiently
		    ○ Know how to use text feature to help comprehend informational text
		    ○ Know how to self-monitor for understanding
		• **Questions Stems and Prompts, e.g.**
		    ○ Do you have any questions about what you are reading?
		    ○ If you don't understand, who can you ask to help you?
		    ○ Did you use the illustrations/graphics to help you understand?
		    ○ Point to a textual feature. Why do you think the author included it?
		    ○ What graphics help you the most?
		    ○ How is the informational text different from _____?
			TEACHER NOTES, for example
			
			• *Broad range quality reading*
			• *Dimensions for measuring text complexity:*
			  ○ *Qualitative dimensions of text*
			  ○ *Quantitative dimension of text complexity*
			  ○ *Reader and task considerations*
			  ○ *CCSS ELA Appendices A and B*
			• *Guided reading*
			• *Informational reading strategies applied to content areas*
			• *Features of informational text*
			• *Scaffolded instruction in core and independent reading*
			• *Venn Diagram*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• *Treasures , e.g.*
				  ○ *"African-American Inventors"*
				• *Science non-fiction books*
				
				• *Classroom Instruction That Works,* McRel
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				• Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/hand
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Anecdotal record/notes taken during guided reading
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• Weekly Running

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				outs/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	Records • Informal running records

READING (RF)
 	
Foundational Phonics and Word Recognition
		Students
		
		RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
		   a. Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a)
		      o Modified spelling lists from Treasures (T1)
		
		   b. Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b)
		      o *Treasures , e.g.*
		         ▪ "Farfallina and Marcel"
		         ▪ Officer Buckie and Gloria"
		         ▪ "Super Storms"
		         ▪ "Pushing Up the Sky"
		         ▪ "A Trip to the Emergency Room"
		
		      o Modified spelling lists from Treasures
		
		   c. Decode regularly spelled two-syllable words with long vowels. (RF.2.3c)
		      o e.g. reading selections from *Treasures*
		
		   d. Decode words with common prefixes and suffixes. (RF.2.3d)
		
		   e. Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3e)
		      o *Treasures , e.g.*
		         ▪ "The Alvin Ailey Kids "Dancing as a Team"
		         ▪ "Dig, Wait, Listen"
		         ▪ Unit 5 week 4 Words
		
		   f. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f)
		      o *Treasures , e.g.*
		         ▪ "Goose's Story"
		         ▪ "A Way to Help Planet Earth"
		         ▪ "The Moon"
		   • Academic Vocabulary
		      o suffixes
		      o prefixes
			TEACHER NOTES, for example
			
			• *Direct instruction basic rules*
			• *Guided reading*
			• *Paired reading*
			• *Readers Theater*
			• *Repeated reading*
			• *Thinkmarks*
			• *Word sorts*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• *Treasures spelling lessons*
				
				• *Treasures*
				   o "The Tiny Seed"
				   o "Farfallina and Marcel"
				   o "Officer Buckie and Gloria"
				   o "Super Storms"
				   o "Pushing Up the Sky"
				   o "A Trip to the Emergency Room"
				   o "The Alvin Ailey Kids"
				   o "Dancing as a Team"
				   o "Dig, Wait, Listen"
				   o Unit 3, week 3, p. 375
				   o Unit 5 week 4 Words
				   o "Goose's Story"
				   o "A Way to Help Planet Earth"
				   o "The Moon"
				
				• https://www.mbu.edu/
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				• Fontas and Pinnell , Instructional Level Expectations for Reading
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• DRA 2
					• PALS
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Anecdotal record/notes taken during guided reading
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• Weekly Running Records

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
					Assessments • Weekly Running Records

WRITING (W)
 	
Text Types and Purposes*
		Students
		
		W.2.1 Write **opinion pieces** in which they introduce the topic or book they are writing about:
		a. State an opinion. W.2.1a
		
		b. Supply reasons that support the opinion. W.2.1b
		
		c. Use linking words (e.g., because, and, also) to connect opinion and reasons. W.2.1c
		
		d. Provide a concluding statement or section. W.2.1d
		  • Academic Vocabulary
		    o argument
		    o support claims
		    o substantive topics
		    o valid reason
		    o evidence
		  • Essential Skills and Concepts
		    o Understand the concept of having an opinion
		    o Ability to express orally an opinion, such as like or dislike of a chosen book or story, and support that opinion with a reason
		    o Ability to write a brief opinion piece about a book or story, and provide a reason for that opinion
		    o Know common organizational structures such as: cause/effect, chronological/sequential order, and problem/solution
		    o Know what linking words are and how to use them when moving from one reason to another
		    o Know that conclusions should restate, or sum up, the writing
		  • Questions Stems and Prompts, e.g.
		    o What is your purpose for writing?
		    o Did I completely explain my opinion of topic or argument in my paper?
		    o Does the reader know my opinion?
		    o How did I support my opinion with details?
		    o Did I include transitional or linking words?
		    o Did my opinion end with a strong conclusion?
		    o Does your conclusion sum up or restate your opinion or purpose?
		    o What linking words could you use to help your reader follow your thinking?
			TEACHER NOTES, for example
			
			• *Story: "Officer Buckle and Gloria"*
			  o *Prompt: Would you want a dog like Gloria? Why or why not?*
			
			• *Mentor Text*
			Use mentor texts of various genres to help show examples of a writer's craft (i.e., characteristics of a genre, inclusion of details/elaboration, sentence structure, temporal words or specific word choice to create meaning). Teachers and students examine the texts and identify features to imitate in their own writing.
			
			• *RAISE*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• Common Core State Standards, "Owl Moon " Appendix c, p. 15
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				
				• Diverse Learners: www.cast.org
				
				• Persuasive Writing Map This is an interactive tool that students use to develop a persuasive writing selection. It helps students understand the ways to use facts and how to support them. Find it at http://www.readwritethink.org/files/resources/interactives/persuasion_map/ .
				.
				• The Forms of Writing website is a hero? Why or why not"provides descriptions and instructions for teaching a variety of types of writing, including letter writing, how-to writing, poetry and persuasion. Find it at http://library.thinkquest.org/J001156/forms%20of%20writin
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)
					
					• Anecdotal record/notes taken during guided reading
					
					• Checklist/rubric – opinion writing
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• Opinion writing checklist
					
					• RAISE rubric

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				g/formwriting.htm .	

WRITING (W) Text Types and Purposes*		**Students** W.2. 2 Write **informative/explanatory** texts in which they:
		 a. Introduce a topic. W.2.2a
		
		 b. Use facts and definitions to develop points. W.2.2b
		
		 c. Provide a concluding statement or section. W.2.2c
		 • Treasures
		   o "The Tiny Seed"
		 • Academic Vocabulary
		   o topic
		   o inform
		   o explain
		   o topic sentence
		   o examples
		   o definitions
		   o details
		   o quote
		 • Essential Skills and Concepts
		   o Know the difference between writing text to inform or explain
		   o Know how to write a topic sentence
		   o Know how to group related information together
		   o Understand the importance of including illustrations
		   o Use facts, definitions, and details to develop topic
		   o Use linking words and phrases to connect ideas
		   o Know how to conclude by using a statement or explanation
		 • Questions Stems and Prompts, e.g.
		   o Are you writing to inform or explain?
		   o What is your topic?
		   o Did you begin your writing with a topic sentence?
		   o What example, definitions, and details will you use to explain your topic?
		   o Why did you choose this topic?
		   o What details will you use to explain your topic?
		   o What examples would help you explain your topic?
		   o Can you use a quote? Why would this be important?
		   o Where can you find more information about your topic?
			TEACHER NOTES, for example
			
			 • *"The Tiny Seed," unit 2, week 1. Use text as example to model form of writing*
			
			 • *Note taking*
			 • *RAISE*
				RESOURCE NOTES
				
				 • See Resource list in the introduction, p. 6
				
				 • *Treasures,* "The Tiny Seed"
				
				 • Common Core State Standards, Appendix C
				
				 • This link from The El Paso Collaborative for Academic Excellence (Copyright © 2003, Literacy in Action) provides lessons for writing informational text. Find it at http://www.epcae.org/docs/Infothird.pdf
				 • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				 • Diverse Learners: www.cast.org
					ASSESSMENT NOTES
					
					 Required
					 • Constructed response
					 • Formative TBD
					 • Summative TBD
					
					 Suggested (see assessment list in the introduction)
					
					 • Anecdotal record/notes taken during guided reading
					
					 • Checklist/rubric – informative writing
					
					 • Graphic organizers
					
					 • Think aloud notes
					
					 • *Treasures* Benchmark Assessments
					
					 • Information writing checklist
					
					 • RAISE rubric

WRITING (W) Text Types and Purposes*		**Students**
		
		 W.2.3 Write **narratives** in which they
		 • recount a well-elaborated event or short sequence of events. W.2.3a
		
		 • include details to describe actions, thoughts, and feelings. W.2.3b
		
		 • use temporal words to signal event order, and provide a sense of closure. W.2.3c
			TEACHER NOTES, for example
			
			 • *Story: Treasures*
			   o *"David's New Friends"*
			   o *Prompt: Tell about how you felt on the first day of school*
				RESOURCE NOTES
				
				 • See Resource list in the introduction, p. 6
				
				 • *Treasures*
				   o "David's New Friends"
				
				 • Common Core State
					ASSESSMENT NOTES
					
					 Required
					 • Constructed response
					 • Formative TBD
					 • Summative TBD

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		• Treasures o "David's New Friend" • Academic Vocabulary o Brainstorming o Web o Drafting o Revising o Editing o Publishing o setting o major/minor character o problem o details o descriptive words o information o events o details o experience • Essential Skills and Concepts o Know that a narrative tells a story o Understand who is telling the story o Know how to move from one event to another o Use the character's words to help explain what is happening in the story o Understand how using time words moves the story forward o Recognize temporal words o Understand story elements o Understand dialoguing • Questions Stems and Prompts, e.g. o Who is your story about? o Where does your story take place? (Setting) o Why was this setting important to your story? o Did you use words like earlier, later, soon, to show how time is changing in the story? o What problem will the main character face? o Does the problem change the character's acts or thoughts? o Have you used details that will help your readers see and know the characters? o What events will lead up to your conclusion? o Where can you add more descriptive words and information to make your story more exciting?		Standards, "My First tooth is gone" Appendix c, p.17 • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org	**Suggested** (see assessment list in the introduction) • Anecdotal record/notes taken during guided reading • Checklist/rubric – narrative writing • • Graphic organizers • Think aloud notes • *Treasures* Benchmark Assessments • Narrative writing checklist • RAISE rubric
WRITING (W) Production and Distribution of Writing		**Students** W.2.4 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • Academic Vocabulary o Revising o Editing checklist o Editing o organize o purpose o audience o sequential order l o cause/effect o develop o persuade o entertain o inform	TEACHER NOTES, for example • *Graphic organizers, e.g.* o *sequence organizers (chains, cycle),* o *concept development (mind map),* o *compare/contrast organizers (Venn diagrams, comparison charts),* o *organizers (word web, concept map),* o *evaluation organizers (charts, scales),*	RESOURCE NOTES • See Resource list in the introduction, p. 6 • *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides suggestions of titles and methods for using children's books as models during writing instruction.	ASSESSMENT NOTES **Required** • Constructed response • Formative TBD • Summative TBD **Suggested** (see assessment list in the introduction)

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		Essential Skills and Concepts
		  o Know how to write in a sequential manner
		  o Understand why you are writing
		  o Understand for whom you are writing
		  o Understand the writing types (e.g. , opinion, informative, narrative)
		  o Understand purposes for writing such as: writing to persuade, to inform, and to entertain
		  o Recognize and use organizational structures such as: chronological order, cause and effect, etc.
		
		Questions Stems and Prompts, e.g.
		  o What is your purpose for writing this piece?
		  o Who is your audience?
		  o How will you organize your writing?
		  o What information will you need to add to help your reader understand?
		  o Where can you add more information to help the reader understand?
		
		W.2.5 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		Academic Vocabulary
		  o develop
		  o plan
		  o organize
		  o purpose
		  o editing
		  o revising
		  o feedback
		Essential Skills and Concepts
		  o Organize thoughts and ideas
		  o Use brainstorming, webs, clusters to help generate ideas before writing
		  o Seek guidance from peers to help add language and ideas to writing
		  o Understand and use grammar and spelling conventions
		  o Edit for word usage and word choice to help strengthen details
		  o Revise sentences and/or paragraphs for clarity
		Questions Stems and Prompts, e.g.
		  o What will you use to help you organize your ideas?
		  o Can you create a graphic organizer/thinking map to help you sequence your ideas and events?
		  o Can you share with your partner what you plan to write?
		  o Does your partner have ideas that you can use?
		  o Have you completed your first draft?
		  o Can you re-write this so that the ideas/details are clearer?
		  o Is there a better way you could write your beginning?
		  o What is your topic sentence?
		  o Have you asked your partner to give you feedback about what you have written so far?
		  o Have you used your editing/proofreading checklist to help you make any changes?
		
		W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		Academic Vocabulary
		  o technology
		  o digital
		  o word processing
		  o copy and paste
		  o PowerPoint
		  o Google
			o categorize/classify organizers (categories, tree)
			o relational organizers (fish bone, pie chart)
			• KWL (http://www.eduplace.com/graphic organizer/pdf/kwl.pdf)
			• Structure of language
			• Conventions
				• *Treasures*
				• *The Production and Distribution of Writing*
				• *Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray (National Council of Teachers of English, 1996) discusses how children learn to write from their reading, and includes student writing samples, student illustrations and writing strategies from contemporary children's book authors. ODE
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				
				• Diverse Learners: www.cast.org
					• Anecdotal record/notes taken during guided reading
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• RAISE rubric

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		- o search engine - o toolbar - o spellcheck - Essential Skills and Concepts - o Have basic keyboarding skills - o Know how to use the following toolbar functions: ▪ o bold ▪ o underline ▪ o font style ▪ o font size ▪ o set margins ▪ o page orientation - o Have a system for saving and storing work until it is ready for publishing - o Know and use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check - o Use programs such as Word, PowerPoint, and Publisher - o Know and use print commands - o Know how to work together - Questions Stems and Prompts, e.g. - o Have you and your group decided what you will write about? - o How will you divide the work so that you all contribute to the project? - o Where will you save your work until you are ready to print? - o What program will you use to publish your work? Word? PowerPoint? etc. - o What online resources can you use to help write your paper?			
WRITING (W) Research to Build and Present Knowledge		**Students** W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). - Academic Vocabulary - o fact - o report - o topic - o sources - o information - o key words - o online - o information - o credit - o cite - o bibliography - o citation page - Essential Skills and Concepts - o Know how to select a topic that can be researched. - o Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases - o Understand how to use keywords for searching a topic - o Understand how to summarize information - o Know how to use graphic organizers or Thinking Maps to logically move through the research project - o Understand organizational structures that are used when writing a research report - o Know how to cite sources - Questions Stems and Prompts, e.g. - o What is the topic of your report? - o Can you narrow your topic? - o What sources will you use to find information? - o What key words can you use to find your topic online? - o Where can you go to find more information? - o How will you give your sources credit?	TEACHER NOTES, for example *Story: e.g. "The Moon"* *Note taking* *Graphic organizers (topic/details chart)* *KWL chart*	RESOURCE NOTES - See Resource list in the introduction, p. 6 *Comprehension, Collaboration: Inquiry Circles in Action,* Harvey Daniels and Stephanie Harvey *Strategies That Work,* Stephanie Harvey - Big 6 Research Strategies (http://www.crlsresearchguide.org/Big_Six_Steps.asp) - Prentice Hall, Writer's Workshop pp 940-944 - References/ Citations (http://easybib.com/) - Research, grammar http://owl.english.purdue.edu - www.readwrite think.com - Write *Source* Text (http://thewritesource.com/)	ASSESSMENT NOTES Required - IMS Fixed Form Assessment - Constructed response - Extended response - Formative - Grade level Assessments - Summative Suggested (see assessment list in the introduction) - Anecdotal records - Extended response rubric - Graphic organizers - Teacher conferencing notes - RAISE

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		o What is the page called where you will list your sources?
		    o How will your group divide the work?
		
		W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
		   • Academic Vocabulary
		      o sources
		      o list
		      o bibliography
		      o citation
		      o cite
		      o note-taking
		      o paraphrase
		      o internet search
		      o library sources
		   • Essential Skills and Concepts
		      o Know how to use search engines such as Goggle, Bing, etc.
		      o Know how to use the library to locate print resources such as encyclopedias, magazine, and books
		      o Understand how to summarize information
		      o Know how to organize information
		      o Understand how to sort information by categories
		      o Understand how to use note-taking strategies such as: index cards, notebooks, graphic organizers, or Thinking Maps
		   • Questions Stems and Prompts, e.g.
		      o What sources did you use to find your information?
		      o What sources did you find on an internet search?
		      o What sources did you find in a library search?
		      o How can you paraphrase this sentence?
		      o Can you write this sentence using your own words?
		      o Is this information important to your research?
		      o Can you use an organizer to help you group your ideas?
			• *KWL chart*	• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				• Diverse Learners: www.cast.org	

SPEAKING AND LISTENING (SL)
 	
Comprehension and Collaboration
		Students
		
		SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
		
		    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.2.a)
		
		    b. Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1b)
		
		    c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1c)
			TEACHER NOTES, for example
			• *Book Talks*
			• *Claims and evidence organizer*
			• *Classroom Instruction That Works, McRel*
			   o *Note taking and summarizing*
			• *Literature Circles*
			   o *Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.*
			   o *Artful Artist – uses visual art to*
				RESOURCE NOTES
				
				• See Resource list in the introduction, p. 6
				
				• *Classroom Instruction That Works,* McRel
				
				• *Fountas and Pinnell*
				
				• Literature Circles (http://www.litcircles.org/)
					ASSESSMENT NOTES
					
					Required
					• Constructed response
					• Formative TBD
					• Summative TBD
					
					Suggested (see assessment list in the introduction)

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		Academic Vocabulary
		o collaboration
		o conversation
		o discussion
		o comments
		Essential Skills and Concepts
		o Teacher models and instructs active listening and staying on topic
		o Teacher models and instructs small and large group discussion
		o Students will follow teacher directed rules for discussion
		o Teacher models and instructs how to appropriately respond to group discussion
		o Students will ask clarifying questions to elaborate on 2nd grade topics and/or text
		o Know how to contribute to a conversation or discussion
		o Be aware of topics/texts that are being discussed
		o Know how to respond to the ideas of others in the group
		o Use acceptable structures for building on the ideas of others
		o Know how to express ideas that are similar or different from those already expressed
		Questions Stems and Prompts, e.g.
		o Do you agree with your partner regarding the text? Why or why not? Please explain.
		o Can you elaborate on your partners' comment? Please express your opinion.
		o Is there anything you can add to your partner's comment?
		o When you work in your groups, remember to follow the rules for listening and speaking.
		
		SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		• *Treasures , e.g.*
		  o "The Moon"
		• **Academic Vocabulary**
		o oral
		o media
		o video
		o graphs
		o graphics
		o charts
		o main idea
		o supporting ideas
		o summarize
		• Essential Skills and Concepts
		o Recognize the main ideas presented in text
		o Recognize supporting details
		o Understand visual, oral, and digital informational formats
		o Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources
		• Questions Stems and Prompts, e.g.
		o What was the main idea of the video? Can you discuss it with your partner?
		o How did you decide this was the main idea?
		o Using your own words, summarize the video with your partner?
		o Can you explain this graph?
		o This chart explains _____.
		o Why is information put into charts or graphs?
		o Can you think of any other information that could be graphed or charted?
		o Can you describe the steps you followed?
		
		SL.2.3 Ask and answer questions about what a speaker says in order to clarify
			represent significant ideas or scenes from the book
			o *Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book.*
			o *Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion.*
			o *Literary Luminary – selects "beautiful language" (can be focused on figurative language, dialogue, description) and/or interesting or important passages.*
			• *Peer conferencing*
			• *Reader's Workshop http://www.readersworkshop.org/*
			• *Real Talk in Elementary Classrooms: Effective Oral Language Practice by Maureen P. Boyd PhD, Lee Galda PhD, and Donald L. Rubin PhD (Guilford Press, 2011) promotes the use of dialogue as a classroom-learning tool for literacy. ODE*
			• *Small group reading*
			• *Socratic Seminars (http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf)*
			• *Think Alouds*
			• *Turn and Talk*
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				• Diverse Learners: www.cast.org
				
				• *Treasures , e.g.*
				  o "The Moon"
					• Anecdotal record/notes taken during guided reading
					
					• Graphic organizers
					
					• Think aloud notes
					
					• *Treasures* Benchmark Assessments
					
					• Peer editing
					
					• RAISE rubric

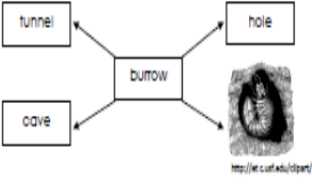| STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		comprehension, gather additional information, or deepen understanding of a topic or issue. • Academic Vocabulary o speaker o information o important o understand o describe o detail • Essential Skills and Concepts o Understand what is being said o Ask important questions o Answer important questions o Ask for more information o Realize that additional information is needed for understanding • Questions Stems and Prompts, e.g. o What did the speaker say? o What was the most important part that you heard? o What would you say if you didn't understand the speaker? o What would be one question that you could ask so you could find out more information? o What was the most important detail? o I didn't understand; can you share some examples? o Can you say that in a different way?			
SPEAKING AND LISTENING (SL) Presentation of Knowledge and Ideas		**Students** SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Academic Vocabulary o theme o pace o descriptive o relate o recount o recall o relevant • Essential Skills and Concepts o Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps o Understand organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after o Know that stories are organized with a beginning, a middle, and an end o Understand that texts, or presentations, usually have a theme o Know that reports have an introduction, body with supporting details, and a conclusion o Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact • Questions Stems and Prompts, e.g. o What is the theme of your report or presentation? o Did you write or present facts that were relevant? o What descriptive words or language did you use? o When you related the events, did they have a beginning, middle, and an end? o Does the order of your presentation make sense? SL.2.5 Create audio recordings of stories or poems; add drawings or other visual	TEACHER NOTES, for example • *Book discussions* • *Book talks* • *Class discussions* • *Formal/informal class presentations* • *Powerful words* • *Providing feedback* • *Read, write, think* • *Sharing published works* • *Turn and talk* • *Image Talk* *Collect images of faces from newspapers and magazines. Use open-ended questions to encourage conversation about how the person might be feeling and what their expression can tell someone. Provide time for students to develop hypotheses about why the person feels/looks the way they do. As students present hypotheses, have them support them with details from the picture.* • ***Active Literacy Across the***	RESOURCE NOTES • See Resource list in the introduction, p. 6 • www.readwritethink.org • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org	ASSESSMENT NOTES **Required** • Constructed response • Formative TBD • Summative TBD **Suggested** (see assessment list in the introduction) • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • *Treasures* Benchmark Assessments

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
		• *Treasures , e.g.*
		  o "Pushing Up the Sky"
		• Academic Vocabulary
		  o presentation
		  o display
		  o visual
		  o theme
		  o enhance
		  o emphasizing
		• Essential Skills and Concepts
		  o Understand how to use audio equipment
		  o Understand voice, pitch and inflection
		  o Create visual displays such as legends, charts, graphs, and display boards
		  o Select stories or poems suitable for recording
		• Questions Stems and Prompts, e.g.
		  o What is the theme of your presentation?
		  o What visuals will you use to enhance your presentation?
		  o Have you practiced your reading, emphasizing important words or points?
		  o At what time in your presentation will you show your visuals?
		  o Do your visuals support your presentation theme?
		
		SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations).
		• Academic Vocabulary
		  o audience
		  o formal English
		  o informal English
		  o presentation
		  o respond
		  o specific vocabulary
		• Essential Skills and Concepts
		  o Understand different levels of speech styles
		  o Recognize when formal or informal English is appropriate
		  o Understand that informal speech is used when talking to friends
		  o Use academic, content specific, vocabulary when presenting formally
		  o Use complete sentences in formal presentations
		  o Know that when constructing a formal response, Standard English grammar and language convention must be used
		• Questions Stems and Prompts, e.g.
		  o Don't forget to use a complete sentence.
		  o Who is your audience?
		  o Would you use formal or informal English with this audience?
		  o Why would you use formal English?
		  o Why would you use informal English?
		  o What type of language do you use when talking to friends?
		  o What type of language do you use when giving a presentation?
		  o What is the specific vocabulary that relates to your topic?
		  o When will you use this specific vocabulary?
			Curriculum:
			Strategies for Reading, Writing, Speaking and Listening by Heidi Hayes Jacobs. (Eye on Education, 2006)
			Presenting with Multimedia
			www.readwritethink.org
			• **Powerful Words**
			This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is:
			• Students should be allowed to chew gum in school.
			• Because mint increases brainpower, chewing gum should be required in the fifth grade. Have students listen to or read excerpts of famous speeches paying attention to the power words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness.
					• Peer editing
					
					• RAISE rubric
					
					• Teacher peer conferencing

LANGUAGE (L) Conventions of		**Students** Apply background knowledge (from grade 1)			

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
Standards English		• Print all upper- and lowercase letters. (L.1.1a) • Use common, proper, and possessive nouns. (L.1.1b) • Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). (L.1.1c) • Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). (L.1.1d) • Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). (L.1.1e) • Use frequently occurring adjectives. (L.1.1f) • Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (L.1.1g) • Use determiners (e.g., articles, demonstratives). (L.1.1h) • Use frequently occurring prepositions (e.g., *during, beyond, toward*). (L.1.1i) • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)	• *Grammar lessons from Treasures*		
		L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1) a. Use collective nouns (*e.g., group*). (L.2.1a) • *Treasures* , unit 2 b. Form and use frequently occurring irregular plural nouns (*e.g., feet, children, teeth, mice, fish*). (L.2.1b) • *Treasures* , unit 2 c. Use reflexive pronouns (*e.g., myself, ourselves*). (L.2.1c) • *Treasures* , unit 5 d. Form and use the past tense of frequently occurring irregular verbs (*e.g., sat, hid, told*). (L.2.1d) • *Treasures* , unit 4 e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1e) • *Treasures* , unit 6 f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (L.2.1f) ○ *Treasures* , unit 1 • Academic Vocabulary ○ legible ○ collective noun ○ irregular verbs ○ pronouns ○ adjectives	TEACHER NOTES, for example • *Model to apply in context (ELA and content)* • *Teacher conference in Writers Workshop* • *Teacher mini lessons* • *To learn new words or increase understanding of a word, create a concept map. The map can include synonyms, images and definitions. A more sophisticated version of word mapping is the Frayer Model, which includes a synonym, an antonym, an example and a non-example. For early elementary students, simple concept maps can be done in pairs or with large groups to engage students in word learning.* 	RESOURCE NOTES • See Resource list in the introduction, p. 6 • *The Writing Fix* • *Treasures* grammar and spelling components • *Writers' Workshop Tools for Writing*, Ralph Fletcher • *Treasures* , units 1, 2, 4, 5, 6 • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org • www.readwritethink.org	ASSESSMENT NOTES **Required** • Constructed response • Formative TBD • Summative TBD **Suggested** (see assessment list in the introduction) • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • *Treasures* Benchmark Assessments • Peer editing

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

Curriculum Writers: Jennifer Daigneault and Jennifer Gaulin

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		o produce
		o simple sentence
		o compound sentence
		o past tense
		• **Essential Skills and Concepts**
		  o Know how to print legibly
		  o Understand that there are special words used to define a collection of objects, people, or things (group, herd, school, etc.)
		  o Know how regular plurals are formed
		  o Distinguish between a regular/irregular plural
		  o Know that the subjects and predicates in a sentence can be moved and still make sense
		
		• **Questions Stems and Prompts, e.g**.
		  o Listen as I read what you wrote. Did that sound right?
		  o Read what you wrote slowly. Did you write what you just said?
		  o Is there another word that would be specific?
		  o How might you write the plural of that word?
		  o Can you add adjectives to your sentence?
		  o Can you tell where the action happened?
		
		L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		  a. Capitalize holidays, product names, and geographic names. (L.2.2a)
		    o *Treasures*, unit 2
		
		  b. Use commas in greetings and closings of letters. (L.2.2b)
		    o *Treasures*, unit 2
		
		  c. Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)
		    o *Treasures*, unit 2 (weeks 4 and 5)
		    o *Treasures*, unit 4 (week 5)
		
		  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L2.2d)
		    o Weekly in Treasures
		
		  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2e)
		  • **Academic Vocabulary**
		    o Capital/upper case
		    o holidays
		    o product names
		    o apostrophe
		    o contractions
		    o greeting
		    o letter
		    o spelling patterns
		  • **Essential Skills and Concepts**
		    o Know the names of holidays that must be capitalized
		    o Understand that product names are words like Nike, Xerox, Hershey, etc.
		    o Know that names of countries, cities, states, lakes, and mountains are
					• RAISE rubric
					
					• *Treasures* Assessments for Grammar
					
					•

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		capitalized o Understand how to use commas in greetings and closings of letters o Understand that in a contraction, an apostrophe replaces missing letters o Use spelling patterns, word roots, affixes, and syllable construction o Use dictionaries, or digital media, to look for the correct spelling of a word • Questions Stems and Prompts, e.g. o What words in this sentence should be capitalized? o Remember to capitalize the name of a place. o What punctuation do you need to show something belongs to someone? o When you combine two words to make a contraction, you need to add an apostrophe. o What can you use to help you check your spelling?			
LANGUAGE (L) Knowledge of Language		**Students** L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. (L.2.3a) • *Treasures ,e.g.* o "Sarah Morton's Day" (used a read aloud) o "Samuel Eaton's Day" (used a read aloud) o "Yo, Yes!" (used a read aloud) • Academic Vocabulary o purpose o presentation o audience o tone o style o punctuation o grammar o precise o thesaurus o quote o speech • Essential Skills and Concepts o Understand basic punctuation rules o Understand basic capitalization rules o Understand basic grammar rules o Recognize that words have differences, or shades of meaning o Know that punctuation, like commas, exclamations, and question marks, can be used for effect o Distinguish between situations that call for formal English and those where informal English is appropriate • Questions Stems and Prompts, e.g. o Have you determined the purpose for your speech/writing/presentation? o Who will be your audience? o Is the tone, or style, appropriate to your audience?	**TEACHER NOTES, for example** • *Classroom Instruction That Works, McRel* o *Non-linguistic representation* • *Figurative/descriptive language* • *Messages* *Students create messages for different audiences using an appropriate format (formal or informal), e.g., text message, friendly letter, business letter, email.* • *Grammar to Enrich and Enhance Writing by Constance Weaver and Jonathan Bush (Heinemann, 2008) as described by the publisher states, "an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing."* ODE • *Reader's Theater* • *Knowledge of Language allows for informed choices in the context of the communication. Writers and speakers select language, word choice and punctuation appropriate for purpose, audience and effect.*	**RESOURCE NOTES** • See Resource list in the introduction, p. 6 • Classroom Instruction That Works, McRel • *Grammar to Enrich and Enhance Writing* by Constance Weaver and Jonathan Bush (Heinemann, 2008) • *Treasures ,e.g.* o "Sarah Morton's Day" (used a read aloud) o "Samuel Eaton's Day" (used a read aloud) o "Yo, Yes!" (used a read aloud) • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org	**ASSESSMENT NOTES** **Required** • Constructed response • Formative TBD • Summative TBD **Suggested** (see assessment list in the introduction) • Class discussions

ENGLISH LANGUAGE ARTS CURRICULUM Grade 2

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

LANGUAGE (L)
 	
Vocabulary Acquisition and Use
		Students
		
		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
		  a. Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)
		
		  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (L.2.4b)
		
		  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (L.2.4c)
		
		  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (L.2.4d)
		
		  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)
		
		  • Academic Vocabulary
		    o multiply meaning
		    o precise
		    o definition
		  • Essential Skills and Concepts
		    o Understand context clues help provide clues to word or phrase meaning
		    o Identify the most common prefixes and roots
		    o Know how to use a textbook glossary
		    o Use a print or digital dictionary to locate definitions of key words or phrases
		    o Understand that sometimes two words can be combined to make a new word
		  • Questions Stems and Prompts, e.g.
		    o What strategies have you used to help you figure out what this word means?
		    o Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
		    o Have you read the sentences around the word to help you determine what the word means?
		    o Can you go online and search for the meaning of the word?
		    o There are two meanings for this word. Can you use them to help you understand what the word means**?**
		
		L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
		  a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (L.2.5a)
			
			Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.
			
			• *Word Wheels*
			  o *Construct word wheels in shared or interactive writing. This will help students to choose different words when writing. For example:*
			  o *Happy – the center of the wheel. On the spokes, write synonyms for happy: exuberant, joyous, content, blissful, pleased, overjoyed, etc.*
			  o *Like – the center of the wheel. On the spokes, write synonyms for like: enjoy, prefer, choose, wish, want, etc.*
			
			• *Compare and contrast poetry*
			• *Concept maps*
			• *Context clues*
			• *Illustration of vocabulary words*
			
			• *RAISE*
			• *Read and discussion of poetry*
			• *Read, write, discuss*
			• *Vocabulary analysis*
				
				• See Resource list in the introduction, p. 6
				
				• *Treasures*
				
				• Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf
				• Diverse Learners: www.cast.org
					
					Required
					• IMS Fixed Form Assessment
					
					• Constructed response
					• Extended response
					• Formative
					• Grade level Assessments
					• Summative
					
					Suggested (see assessment list in the introduction)
					• Graphic organizers
					
					• RAISE response
					
					• Teacher anecdotal notes
					
					• Teacher conferencing

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		b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (L.2.5b)
		   • Academic Vocabulary
		     o shades of meaning
		     o literal meaning
		     o adjectives
		     o adverbs
		     o real life- connections
		     o context
		     o specific
		   • Essential Skills and Concepts
		     o Understand that words have shades or degrees of meaning
		     o Understand the connections between words and their use
		     o Understand shades of meaning, as it relates to state of mind, or degrees of certainty
		   • Questions Stems and Prompts, e.g.
		     o What is the author telling us when he used the word _spicy?
		     o Without changing the meaning, what word could you add to make the sentence stronger?
		     o What word would best describe this character?
		     o What real-life connection can you make?
		     o Which word is the best to use so that we can really show what this is like?
		
		L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
		   • Academic Vocabulary
		     o academic
		     o specific
		     o general
		     o emotions
		     o actions
		     o precise
		     o shades of meaning
		   • Essential Skills and Concepts
		     o Practice opportunities to hear words used in different contexts
		     o Acquire and use words that are basic to understanding a concept
		     o Determine which word best describes an action, emotion, or state of being
		     o Develop an amount of grade level academic words and phrases
		     o After hearing or reading a word in context, begin to use it in the spoken and written language
		   • Questions Stems and Prompts, e.g.
		     o Can you think of a better word to use here?
		     o What would be a more precise word?
		     o What word would best describe _____?
		     o Can you restate this sentence using more precise words?
		     o Can you replace a word in this sentence with another word that is more precise or specific?
			• *Vocabulary concepts maps*
			• *Word walls*
			
			• *Frayer Model*
			The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:
			  o *A definition of the word/concept*
			  o *A description of its essential characteristics*
			  o *Examples of the word/concept*
			  o *Non-examples of the word/concept*		