

Domain: *Strand: Language Grade 2*

Cluster: *Grade2 Conventions of Standard English*

Standards: **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use collective nouns (e.g., *group*).

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

Use reflexive pronouns (e.g., *myself, ourselves*).

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

Use adjectives and adverbs, and choose between them depending on what is to be modified.

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>How can writers use grammar and mechanics to develop a written product?</i> 2. <i>How can writers expand and critique a written piece?</i> 	<p><i>-Using proper grammar and sentence structure will promote fluency of communication.</i></p> <p><i>-Sentences should be detailed and interesting to read</i></p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • <i>Working in groups to elaborate on simple sentences (ex: adding adjectives, adverbs, details, etc.) This can be used as a literacy center where students make simple sentences into complex ones by rewriting the simple sentence using adjectives, adverbs etc.</i> • <i>Creating a collage of nouns, verbs, adjectives found in newspapers and magazines. Students will first have to sort the words by their appropriate categories, and then</i>
Content Statements		

<p><i>Students will edit, build, and expand upon complete sentences using appropriate conventions. (ex: nouns, verbs, adjectives, prepositions, etc.)</i></p>		<p><i>create the collage. Students will swap collages and identify the nouns, verbs and adjectives.</i></p>
<p>Assessments</p>		<p>Teacher Resources</p> <p>www.edzone.net</p> <p>www.teacher.teach-nology.com</p> <p>www.iknowthat.com</p> <p>www.rubistar.com</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Written Assessment- Proof-read and edit given writing piece. Rubric to grade.</i></p> <p><i>Teacher Conferencing will be used to inquire about specific details of the assignment</i></p> <p><i>Students will provide feedback to other student's work</i></p>		
<p>Equipment Needed:</p> <p>Crayons/Markers/Pencils</p> <p>Paper (large)</p> <p>Sentence Strips</p> <p>Index Cards</p> <p>Highlighters</p> <p>Newspapers/Magazines</p> <p>Picture Prompts</p> <p>Technology (Interactive Whiteboard, Computers)</p>		<p>Reading Street 2013 Alignment</p> <p>SE 1: 47, 75, 107, 143, 177, 210, SG•7, 242, 270, 304, 374, 408, 446</p> <p>SE 2: 44–45, 53, 79, 82, 113, 118, 146–147, 180–181, 214–215, 250–251, 280–281, 316–317, 384–385, 451, 457</p> <p>TE 1: 25c, 43c, 45b, 49c, 51g, SG•6, 57c, 71c, 73b, 79b, 81g, SG•34, 87c, 103b, 105b, 111b, 113g, SG•40, SG•51, 147b, SG•56, SG•57, SG•68, 155c, 173c, 181b, 181g, SG•74, SG•85, UR•14, UR•24, UR•34, UR•54</p> <p>TE 2: 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34</p> <p>TE 3: 353c, 371c, 373b, 379b, 381g, SG•6, SG•17, 387c, 405c, 407b, 415c, 417g, SG•34, 423c, 443b, 443d, 446a, 449c, 451g, 451h–451i, SG•40, SG•51, 477b, 477e, SG•55, SG•57, SG•68, 515b, UR•14, UR•24, UR•34, UR•44, UR•54</p>
<p>NJ Model Curriculum Objectives 2013 Alignment</p>		

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use **collective nouns** (e.g., *group*).

b. **Form and use frequently occurring irregular plural nouns** (e.g., *feet, children, teeth, mice, fish*).

c. Use **reflexive pronouns** (e.g., *myself, ourselves*).

d. **Form and use the past tense of frequently occurring irregular verbs** (e.g., *sat, hid, told*).

e. Use **adjectives and adverbs, and choose between them depending on what is to be modified**.

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*).

TE 4: SG•17, 75c, 83j, 83k, SG•34, 112a, 119g, SG•51, 146a, 146–147, 151b, 153g, SG•68, 177b, 180a, 180–181, 185b, 187g, SG•85

TE 5: 195b, 211c, 214a, 219b, 221g, SG•6, SG•11, SG•14, 227b, 247c, 250a, 253c, 255g, SG•23, SG•28, SG•34, 261b, 277b, 277c, 280a, 285b 287g, SG•40, SG•45, SG•51, 293b, 294g, 313c, 316a, 316–317, 321b, 323g, SG•57, SG•62, SG•68, 329c–329d, 347b, 350a, 357g, SG•73, UR•14, UR•24, UR•34, UR•44

TE 6: SG•14, SG•17, 431b, 447c, 450a, 455b, 457g, SG•45, SG•51, SG•62, 529g, UR•34

A: TE 2: 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14

B: SE 1: 304–305

TE 2: 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44

TE 3: 405c, 417g, 477b

C: TE 5: 293b, 313c, 316a, 321b, 323g, UR•44

D: SE 1: 473, 511

TE 3: 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44

E: Adjectives

SE 2: 44, 78, 82, 113

TE 1: 139d

TE 3: SG•21, 477c

TE 4: 25b, 41c, 44a, 53g, SG•6, SG•17, 59b, 75c, 78a, 82–83, 83g, SG•23, SG•34, 89b, 112a, 112–113, 117b, SG•40, WP•6–WP•7

Adverbs

SE 2: 83, 146–47, 181, 357

TE 4: 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54

Adjectives and Adverbs

TE 3: SG•32

TE 4: 177b, 180a, 185b, 187g

F: SE 1: 46–47, 142–143, 176–177

TE 1: 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 173c, 175b, 181b, UR•44

TE 2: 339a, UR•54

TE 3: UR•44

TE 4: 113a

TE 5: 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9

TE 6: 447e, 501b, 519b, 522a, 527b, 529g

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Domain: *Strand: Language Grade 2*

Cluster: *Grade2 Conventions of Standard English*

Standards: **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize holidays, product names, and geographic names.

Use commas in greetings and closings of letters.

Use an apostrophe to form contractions and frequently occurring possessives.

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>How does capitalization and punctuation help me understand what I read and write?</i> 2. <i>Why is spelling important in writing?</i> 3. <i>How can we use references as a tool for writing?</i> 	<ul style="list-style-type: none"> -<i>Capitalization and punctuation are relevant in order to develop a complete thought.</i> -<i>Correct spelling will make thoughts clear.</i> -<i>Utilizing appropriate references will enhance writing</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write friendly letters to a friend in the classroom. Students will need to use the friendly letter format. The friend who receives the letter will have to label the parts of the letter they received then write one in return.</i> • <i>Alphabetizing selected words. Students can work in partners or small groups for this activity. They can use a dictionary to alphabetize the words.</i>

Content Statements		
<i>Students will use capitalization and punctuation correctly, draw upon spelling patterns, and use references in order to spell words.</i>		
Assessments	<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Written Assessment- Students will complete a Pre and Post Spelling Tests</i></p> <p><i>Teacher Conferencing will be used to discuss friendly letters</i></p> <p><i>Students will provide feedback to other student's work (editing for correct capitalization and punctuation)</i></p>	<p>Teacher Resources</p> <p>www.edzone.net</p> <p>www.teacher.teach-nology.com</p> <p>www.iknowthat.com</p> <p>www.rubistar.com</p>
<p>Equipment Needed:</p> <p>Crayons/Markers/Pencils</p> <p>Paper (large)</p> <p>Individual White Boards</p> <p>Markers</p> <p>Games (listed above if available)</p> <p>Magnetic Letters</p> <p>Technology (Interactive Whiteboard, Computers)</p>		<p>Reading Street 2013 Alignment</p> <p>SE 1: 46–47, 143, 177, 242, 338–339</p> <p>SE 2: 180, 384–385, 420–421, 490–491</p> <p>TE 1: 24d, 26d, 44e, 45b, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 85a, 86d, 88d, 104e, 108g, 112d, 118d, 120d, 140e, 144g, 148d, 154d, 156d, 174e, 175b, 177a, 178g, 182d, UR•9, UR•29, UR•39, UR•49, WP•9</p> <p>TE 2: 190d, 191, 192d, 208e, 216d, 222a, 223c, 240c–240d, 240e, 246d, 247g, SG•23, 252d, 254d, 268e, 272g, 276d, 282d, 284d, 302e, 306g, 312d, 318d, 320d, 336e, 340g, 344d, UR•9, UR•19, UR•24, UR•29, UR•39, UR•49</p> <p>TE 3: 352d, 354d, 372e, 380d, 381h–381i, 386d, 388d, 406e, 410g, 416d, 422d, 424d, 433d, 444e, 448g, 450d, 451h–451i, 456d, 470e, 474g, 478d, 484d, 486d, 508e, 512g, 516d, UR•9,</p>
<p>NJ Model Curriculum Objectives 2013 Alignment</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard 		

English capitalization, punctuation, and spelling when writing.

- a. **Capitalize holidays, product names, and geographic names.**
- b. **Use commas in greetings and closings of letters.**
- c. **Use an apostrophe to form contractions and frequently occurring possessives.**
- d. **Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).**
- e. **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

UR•29, UR•39, UR•49

TE 4: 23b, 26d, 42e, 46g, 52d, 57b, 60d, 76e, 80g, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 126d, 143b, 144e, 148g, 152d, 160d, 178e, 180–181, 186d, 187h–187i, UR•19, UR•49, WP•9

TE 5: 193b, 196d, 212e, 216g, 220d, 225b, 228d, 248e, 252g, 254d, 259b, 262d, 278e, 286d, 294d, 314e, 318g, 322d, 330d, 348e, 355b, 355c–355d, 356d, 357h–357i, UR•18, UR•39, UR•49

TE 6: 363b, 365b, 366d, 381c, 382e, 386g, 390d, 391g, SG•6, SG•11, 395b, 397b, 398d, 417c, 418e, 420a, 422g, 423c, 424d, 425g, SG•23, SG•34,

SG•28, 429b, 432d, 448e, 452g, 456d, 457h–457i, 461b, 463b, 464d, 487c, 488e, 490a, 492g, 493c, 494d, 495g, 495h–495i, SG•57, SG•62, SG•68, 502d, 520e, 522a, 524g, 528d, 529h–529i, SG•74, SG•85, UR•14, UR•24, UR•44, , WP•9

A: SE 1: 243

SE 2: 385

TE 2: 223c, 239b, 241b, 245c, 247g, UR•24

TE 4: 148g

TE 6: 365b, 381c, 384a, 389b, UR•14

B: SE 1: 409

SE 2: 450

TE 3: 408–409, 417h–417i

TE 4: 25d, 53h–53i, 159c, 187h–187i

TE 5: WP•9

TE 6: 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g

C: SE 1: 222, 338–339

SE 2: 351

TE 2: 221a, 222–222a, 222d, 224d, 240c–240d, 240e, 244g, 246d, 272c, 319c, 335b, 337b, 343b, 345g, 345h–345i, SG•74, UR•18–UR•19, UR•54

TE 5: 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54

D: TE 3: 354d, 388d, 458d, 508c

TE 4: 87b, 90d, 118c

TE 5: 330d

TE 6: UR•9

E: TE 1: 183h, WP•9

TE 4: 153i

TE 5: 221h–221i, 248g, 254–255,255h, 287h–287i

TE 6: 395b, 398d, 425h–425i, 457h–457i, 464d, 495h–495i,
502d

Domain: *Strand: Language Grade 2*

Cluster: *Grade2 Knowledge of Language*

Standards: **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of English.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>Why is learning about language and its conventions important?</i> 2. <i>How can we distinguish between different types of language?</i> 	<p><i>-Grammar is an important part of language</i></p> <p><i>-There is a different between formal and informal language.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Notice differences between formal and informal thank you notes. Students will be given two forms of thank you notes. Students will compare and contrast the two notes with their partner. They will then have to decide which one is the formal note and which one is the informal note.</i> • <i>Write a formal and informal thank-you note. (Following the compare and contrast activity above).</i>
<p>Content Statements</p>		
<p><i>Students will be able to use language in formal and informal settings.</i></p>		
<p>Assessments</p>		
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Written Assessment- Students will create a Venn Diagram comparing formal and informal phrases.</i></p>		

<p><i>Teacher Conferencing will be used to discuss Diagrams.</i></p> <p><i>Students will provide feedback to other student's work (editing for correct capitalization and punctuation)</i></p>	<p>Teacher Resources</p> <p>www.edzone.net</p> <p>www.teacher.teach-nology.com</p> <p>www.iknowthat.com</p> <p>www.rubistar.com</p>
<p>Equipment Needed:</p> <p>Pencils</p> <p>Recordings (computer, CD, DVD)</p> <p>Paper</p> <p>Technology (Interactive Whiteboard, Computers)</p>	
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	<p>Reading Street 2013 Alignment</p> <p>SE 1: 46–47, 51</p> <p>TE 1: 25c, 25d, 43d–43e, 46–47, 51, 58–59, 60–61</p> <p>TE 4: 89b, 89d</p> <p>TE 5: SG•54, SG•65, 287g, 294g, 357a, SG•76, SG•82, WP•6–WP•9</p> <p>TE 6: 502e, 520g</p> <p>A: SE 2: 357</p> <p>TE 2: 215e, 217j</p> <p>TE 3: 379e, 381a, 381j, 451j</p> <p>TE 4: 51f, 185e, 187a</p> <p>TE 5: 253f, 287j, 355e, 357a</p> <p>TE 6: 389e, 529a</p>

Domain: *Strand: Language Grade 2*

Cluster: *Grade 2: Vocabulary Acquisition and Use*

Standards: **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>What strategies can be used to identify the meaning of a word or phrase?</i> 2. <i>How can words change to create new meaning?</i> 3. <i>How can we use references as a tool</i> 	<ul style="list-style-type: none"> -<i>Context clues can aid the understanding of a word.</i> -<i>Knowledge of root words, compound words and other affixes can affect meaning of words.</i> -<i>Glossaries and Dictionaries can</i> 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • <i>Draw a picture that depicts the meaning of a given word. Give students a couple of words. Students will have to draw a picture showing that they understand the meaning of the word. Students should then have to explain why they feel their picture shows the meaning of the word.</i> • <i>Defining vocabulary words using the glossary or dictionary. Model for students how to look up definition</i>

<i>for learning?</i>	<i>clarify meanings of words.</i>	<p><i>of words in a text using a glossary or dictionary. Students should the practice the same skill having to write the definition of the word down.</i></p>
Content Statements		
<p><i>Reading strategies and references (glossary, dictionary) help to clarify meanings of words.</i></p>		
Assessments		<p>Teacher Resources</p> <p>www.readingrockets.org</p> <p>www.theteachersguide.com</p> <p>www.edhelper.com</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Written Assessment- Fill in the blank with the correct word usage.</i></p> <p><i>Matching pictures to make compound words</i></p> <p><i>Teacher Conferencing will be used to discuss vocabulary usage.</i></p>		
<p>Equipment Needed:</p> <p>Pencils</p> <p>Crayons/Markers</p> <p>Word Cards</p> <p>Picture Cards</p> <p>Paper</p> <p>Technology (Interactive Whiteboard, Computers)</p>		<p>Reading Street 2013 Alignment</p> <p>SE 2: 26–27, 52, 126–127, 152, 228–229, 262–263, 286, 330–331, 356, 398–399, 424, 464–465, 502–503, 528</p> <p>TE 2: 224f, 234–235, 324–325, 246–247, 344–345, SG•78</p> <p>TE 3: SG•9, SG•54</p> <p>TE 4: 26g, 52–53, SG•3, SG•9, 125a, 126g, 144g, 153a, SG•72, UR•10, UR•40, UR•50</p> <p>TE 5: 228e, 329a, 240–241, SG•43, 330g, UR•50</p> <p>TE 6: 372–373, 374–375, 398e, 418g, 424–425, SG•26, 431a, 432e, 448g, 488g, 494–495, 501a, UR•20, UR•40, UR•50</p> <p>A: SE 1: 216, 344, 478</p> <p>SE 2: 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494</p> <p>TE 1: SG•9, 96–97, 122–123, 126–127, SG•59, SG•70</p>
<p>NJ Model Curriculum Objectives 2013 Alignment</p> <ul style="list-style-type: none"> 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.

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*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345

TE 3: 362–363, SG•9, SG•26, 478–479

TE 4: 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20

TE 5: SG•9, 262e, SG•43, SG•60, SG•76, SG•77

TE 6: 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477,

488g, 494–495, SG•77, UR•20, UR•40, UR•50

B: SE 1: 416

SE 2: 160, 186

TE 3: 388f, 416–417, UR•20

TE 4: 160g, 170–171, 178g, 186–187, UR•50

TE 5: 224a, 228c, SG•19, 282c, 348f

C: SE 2: 90, 119, 196, 220, 356

TE 4: 90g, 100–101, 110g, 119a, UR•30

TE 5: 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50

TE 6: 492g, 524c

D: SE 1: 422

SE 2: 294, 322

TE 3: 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29

TE 4: 126d

TE 5: 294g, 314g, 322–323, 330e, UR•40

TE 6: 398e, 464e

E: SE 2: 228, 254, 262, 286, 502, 528

TE 2: 224f, 234–235, UR•20

TE 4: 144g, 164–165

TE 5: 228g, 240–241, 248g, 254–255, 262g, 278g, UR•20, UR•30

TE 6: 366e, 502g, 506–507, 528–529

Domain: *Strand: Language Grade 1*

Cluster: *Grade 1 Vocabulary Acquisition and Use*

Standards: **L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>What strategies can be used to identify the meaning of a word or phrase?</i> 2. <i>How are words related to one another?</i> 	<ul style="list-style-type: none"> -<i>Categorizing words can help promote meaning.</i> -<i>Real-life connections between words can enhance meaning.</i> -<i>Words can have closely related meanings.</i> 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • <i>Journal about own life to make connections to a word. Give students a specific word and have them write in their journal when they have seen, experienced, heard etc. the word. For example: lazy (My dog was being lazy when he did not want to get off of his bed to go for a walk yesterday.)</i>
<p>Content Statements</p>		
<p><i>Categorizing words and making real-life connections can help clarify vocabulary.</i></p>		

Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation-</i> <i>Give student two closely related words. Act out to show meaning of each.</i></p>		<p>www.readingrockets.org</p> <p>www.theteachersguide.com</p> <p>www.edhelper.com</p>
Equipment Needed:		Reading Street 2013 Alignment
<p>Pencils Crayons/Markers Word Cards Picture Cards Paper Technology (Interactive Whiteboard, Computers)</p> <p>NJ Model Curriculum Objectives 2013 Alignment</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>		<p>SE 1: 112, 182, 312, 380, 450, 516, UR•50 SE 2: 262, 286 TE 1: 88f, 112–113, 113b, SG•39, 168–169, 156f, 182–183, SG•72 TE 2: 284f, SG•72 TE 3: 354f, 358–359, 371b, 380–381, 405b, 424f, 450–451, SG•38, SG•39, SG•43, 486f, 498–499, 516–517, UR•10, UR•30, UR•50 TE 4: 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e, SG•83, UR•20, UR•24 TE 5: 262g, 278g, 286–287, 294e, 330e, UR•30 TE 6: 382g, 448g, 464e, UR•10 A: TE 1: 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47 TE 2: SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47 TE 3: SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47 TE 4: 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83</p>

TE 5: 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47

TE 6: 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7, UR•17, UR•27, UR•37, UR•47

B: TE 1: 88f, UR•50

TE 3: 371c, 379b, 381g, 407b, 473a, 477c, 498–499

TE 4: 75c, 78a, UR•34

Domain: <i>Strand: Language Grade 2</i>		
Cluster: <i>Grade 2: Vocabulary Acquisition and Use</i>		
Standards: 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., <i>When other kids are happy that makes me happy</i>).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
1. <i>How does word choice affect the speaker's message</i>	-A speaker's choice of words defines the message	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • <i>Participate in shared and guided reading using teacher's choice of text: Respond to said text for comprehension in oral communication</i> • <i>Alter the ending of a familiar story highlighting the adjectives and adverbs. Select a fairytale that most students know in the room. Read the story out loud then have students change the ending using adjectives and adverbs. Compile a class list of adjectives and adverbs that students may be able to use. Students will share their endings.</i>
Content Statements		
<i>Comprehension of varying texts can help enhance a speaker's word choice.</i>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p><i>Teacher Observation-</i> <i>Circulate for understanding of given skill.</i></p> <p><i>Written Assessment-</i> <i>Create your own ending of a fairy tale using adjectives and</i></p>		<p><u>www.kidsreadingprograms.com</u></p> <p><u>www.theteachersguide.com</u></p> <p><u>www.edhelper.com</u></p>

<i>adverbs</i>	<p align="center"><u>www.internet4classrooms.com</u></p> <p align="center"><u>www.bb.co.uk/schools/wordsandpictures/hfwords/starwords/index.shtml</u></p>
<p align="center">Equipment Needed:</p> <p>Pencils Picture Prompts (posters, etc.) Crayons/Markers Various genres of books Paper Technology (Interactive Whiteboard, Computers)</p>	<p align="center">Reading Street 2013 Alignment</p> <p>SE 1: 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480</p> <p>SE 2: 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496</p> <p>TE 1: 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50</p> <p>TE 2: 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50</p> <p>TE 3: 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50</p> <p>TE 4: 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7</p> <p>TE 5: 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–</p>
<p align="center">NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). 	

223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47

TE 6: 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47