

Domain: *Strand: Speaking & Listening Grade 2*

Cluster: *Grade 2: Comprehension and Collaboration*

Standards: 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.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by linking their comments to the remarks of others.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>How do good listeners exchange ideas?</i> 2. <i>How can we express and/or present our ideas?</i> 	<p><i>-A speaker's choice of words defines the message.</i></p> <p><i>-The development of listening and speaking skills will promote understanding of each other.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Participate in dialogue (question/answer, paired reading, paired/ class discussions). Come up with questions that must be answered and discussed in a small group setting based off of a book that students have read. Students must work collaboratively and share their ideas. Once groups have completed their questions they should share with the class.</i> • <i>Present projects orally. Create book reports/projects that students will have to work on and then present to the entire class.</i>
<p>Content Statements</p>	<p><i>-Incorporate personal opinions to the targeted classroom discussion</i></p> <p><i>-Retell key details in order to promote comprehension of story elements</i></p>	
<p><i>Students will be able to have the opportunity to engage in listening and speaking activities related to 2nd grade topics.</i></p>		

<p>Assessments</p> <p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation</i> <i>Anecdotal Documentation</i> <i>Oral</i> <i>Teacher Conferencing</i></p>	<p>Teacher Resources</p> <p>www.starfall.com</p> <p>www.pbskids.org</p> <p>www.scholastic.com</p> <p>www.magictreehouse.com</p>
<p>Equipment Needed:</p> <p>Textbooks</p> <p>Poetry</p> <p>Literature pieces of varying genres</p> <p>Songs (tapes, CD, DVD)</p> <p>Technology (Interactive Whiteboard, Computers, Ipods)</p>	<p>Reading Street 2013 Alignment</p> <p>SE 1: 20, 51, 82, 150, 186, 218, 248,278, 313, 314, 348, 382, 418, 452</p> <p>SE 2: 20, 53, 54, 82, 84, 120, 154, 186, 190, 222, 256, 286, 288, 324, 360, 392, 425, 426, 458, 496</p> <p>TE 1: 20, 22a–22b, 25a–25b, 25f, 26a–26b, 26g–26h, 43d–43e, 44a–44b, 48a–48b, 49f, 51a, 51b, 51c, 51i, 57a–57b, 57c, 57f, 58g, 71e, 73b, 79c–79d, 87f, 88g, 103e, 111e, 113j, 119d, 119f, 120a–120b, 139c, 147c–147d, 149j, 155c, 155d, 155f, 173d–173e, 173g, 177a, 181c–181d, 181f, 183a, 183j, SG•73, UR•6, UR•7, UR•15, UR•16, UR•20, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>TE 2: 191f, 192g, 217j, 217k, SG•5, 223c, 247j, 247k, SG•22, SG•34, SG•50, SG•51, 253f, 277k, 283c, 283f, 311f, 313a, 313k, SG•56, SG•67, 319c, 319e, 319f, 345k, SG•84, UR•6, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>TE 3: 353c, 353e, 353f, 381k, 387c, 387f, 388g, 415f, 417k,</p>
<p>NJ Model Curriculum Objectives 2013 Alignment</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <p>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).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed</p>	

about the topics and texts under discussion.

423c, 423e, 423f, 457e, 457f, 479k, 485c, 485f,
515e, UR•6–UR•7, UR•14, UR•15, UR•16, UR•24, UR•25,
UR•26, UR•35, UR•36, UR•44, UR•45, UR•46
TE 4: 21b, 25d, 25e, 51f, 51g, 53a, SG•4, SG•5, 59d, 59e, 82–
83, 89e, 113a, 119k, 125e, 151e, 151f, 159e,
182a, 185e, SG•73, UR•6, UR•14, UR•15, UR•16, UR•25,
UR•26, UR•36, UR•46
TE 5: 195e, 227e, 261e, 287a, 293c, 293e, 313g, 329c, 329e,
UR•6, UR•15, UR•16, UR•25, UR•26, UR•34, UR•34, UR•36,
UR•37, UR•45, UR•46, UR•55
TE 6: 365e, 381f, 381g, 389e, 389f, 391j, SG•16, 397e, 423f,
425a, 463e, 501e, UR•6, UR•15, UR•16, UR•25, UR•26,
UR•35, UR•36, UR•45, UR•46, UR•55
A: **SE 1:** 51, 81, 149, 183, 247, 277, 313, 417
SE 2: 53, 82, 118, 152, 221, 255, 323, 357, 457
TE 1: 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j
TE 2: 217j, 245f, 247j, 277j, 313a, 313j
TE 3: 415f, 417a, 451j
TE 4: 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153,
153j, 187j
TE 5: 255j, 285e, 287j, 357j
TE 6: 425j, 455e, 457a
B: **TE 2:** 217g
TE 3: 387f, 415f, 477e
TE 4: 113b, 147b, 159e, 185e
TE 5: 219e, 227e, 285e
TE 6: 431e
C: **SE 1:** 247, 277, 345
TE 2: 245f, 275e, 313j, 343e, 345a
TE 3: 358–359, 370–371, 417a, 515e, UR•13
TE 4: 94–95, 126a–126b
TE 5: 253a, 253f, 255a
TE 6: 391j, 452–453, 454–455

Domain: <i>Strand: Speaking & Listening Grade 2</i>		
Cluster: <i>Grade 2: Comprehension and Collaboration</i>		
Standards: SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>1. How can I listen and respond to what I hear?</i>	<i>-A speaker will respond to and question literary works</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Engage in listening centers. Students should listen to a selection on cd with a partner, then illustrate their favorite scene or the problem and solution of the story.</i> <i>Interviewing through role play of story characters. Assign students characters from a story that they have just finished reading. The students should be split into two groups so only select two characters. Have each group come up with a list of questions to ask the other characters. Students will then interview each other. Students should keep in mind the problem in the story.</i>
Content Statements	<i>-Listeners are able to interpret and express information</i>	
<i>Students will be able to ask and answer questions about key details in literary works.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		<p><u>www.discoveryeducation.com</u></p> <p><u>www.pbskids.org</u></p>
<i>Teacher Observation</i>		
<i>Anecdotal Documentation</i>		
<i>Oral</i>		

<p><i>Teacher Conferencing</i> <i>Teacher Made Assessments (Listening comprehension)</i> <i>Benchmark assessments</i></p>	<p style="text-align: center;"><u>www.scholastic.com</u></p> <p style="text-align: center;"><u>www.magictreehouse.com</u></p>
<p>Equipment Needed: Textbooks Literature pieces of varying genres Technology (Interactive Whiteboard, Computers, Ipods) Head phones Books on CD</p>	<p style="text-align: center;">Reading Street 2013 Alignment</p> <p>1: 149, 217, 247, 451, 517 SE 2: 53, 187, 255, 495, 529 TE 1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b TE 2: 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e TE 3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52 TE 4: 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a TE 5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84 TE 6: 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>
<p style="text-align: center;">NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 	

Domain: <i>Strand: Speaking & Listening Grade 2</i>		
Cluster: <i>Grade 2: Comprehension and Collaboration</i>		
Standards: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> <i>How can I clarify what I hear and what I say?</i> <i>How can I gain knowledge of what I hear and say?</i> 	<p><i>-A speaker will question what is presented</i></p> <p><i>-A speaker will respond to and question literary works</i></p> <p><i>-Listeners are able to interpret and express information</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Question the speaker for more understanding. Have students share their stories during writing (author's share). After students read their story have several students ask questions about what the reader just read. Encourage students to use the question words who, what, when, where, how, and why etc.</i>
Content Statements		
<i>Students will be able to ask and answer questions about what the speaker says.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation</i></p> <p><i>Anecdotal Documentation</i></p> <p><i>Oral</i></p> <p><i>Teacher Conferencing</i></p> <p><i>Teacher Made Assessments (Listening comprehension)</i></p> <p><i>Benchmark assessments</i></p>		<p><u>www.discoveryeducation.com</u></p> <p><u>www.pbskids.org</u></p> <p><u>www.scholastic.com</u></p>

Equipment Needed: Textbooks Literature pieces of varying genres Technology (Interactive Whiteboard, Computers, Ipods)	<p style="text-align: center;"><u>www.magictreehouse.com</u></p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE 1: 277, 313, 345 TE 1: 149j TE 2: 215e, 247a, 275e, 277a, 345a TE 3: 381j, 451j, 479j TE 4: 81f, 82–83, 83j, 153j, 187j, WP•10 TE 5: 255j, 287j, 357a, 357j TE 6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>
<p style="text-align: center;">NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none">• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

Domain: *Strand: Speaking & Listening Grade 2*

Cluster: *Grade 2: Presentation of Knowledge and Ideas*

Standards: SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>How can we tell a story?</i> 2. <i>How can we recount an experience?</i> 	<p><i>-A story has a beginning, middle and end</i></p> <p><i>-Expressing in complete sentences will result in a coherent thought</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Recalling past events (Last weekend I..., Yesterday I...)</i> <i>Have students come to the carpet to share past experiences. Model for students how you want them to share (complete sentences, last weekend I... etc).</i> <i>Students will take turns sharing.</i>
Content Statements		
<p><i>Students will be able to tell a story and recount an experience.</i></p>	<p><i>-Transition words are needed to recount an experience</i></p> <p><i>-Summarization is also a way to retell a story and recount an experience</i></p>	
	<p>Teacher Resources</p> <p><u>www.pbskids.org</u></p> <p><u>www.scholastic.com</u></p>	

Assessments	www.magictreehouse.com
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation</i> <i>Anecdotal Documentation</i> <i>Oral</i> <i>Teacher Conferencing</i> <i>Teacher Made Assessments (Listening comprehension)</i> <i>Benchmark assessments</i></p>	Reading Street 2013 Alignment SE 1: 149, 451, 479 SE 2: 118, 187, 323, 457 TE 1: 147e, 149a TE 3: 451a, 477e TE 4: 82–83, 117e, 118–119, 187a TE 5: 255a, 321e, 323a TE 6: 425i, SG•51
Equipment Needed: Textbooks Literature pieces of varying genres Pictures Objects	
<p style="text-align: center;">NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 	

Domain: <i>Strand: Speaking & Listening Grade 2</i>		
Cluster: <i>Grade 2: Presentation of Knowledge and Ideas</i>		
Standards: SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
1. <i>How can we use visuals and audios to clarify meaning of text or personal experience?</i>	-Visuals can be used to help present information more clearly -The use of technology (audio) can contribute to clarifying ideas, thoughts and feelings	To assist in meeting this standard, students may: <ul style="list-style-type: none"> • <i>Create posters about student's summer vacation. Students should include pictures and descriptive words on their poster. Students will present their posters to the class.</i> • <i>Create a comic/cartoon instead of writing a regular story. Show students examples of comics discuss characteristics. Students will then have to create story boards which will ultimately turn into comics telling their stories.</i>
Content Statements		
<i>Students will be able use pictures, audio, and other visuals to present information to an audience.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		www.dositey.com
<i>Students will recall a past experience orally using the Karaoke Machine</i>		www.teachingchannel.org
<i>Teacher Conferencing will be used to inquire about specific</i>		<u>www.kidport.com</u>

<p><i>details of the assignment</i></p> <p><i>Students will provide feedback to other student's work</i></p>	<p>www.edhelper.com</p> <p>www.rubistar.com</p>
<p>Equipment Needed: Crayons/Markers/Pencils Paper Charts/Graphic Organizers Newspapers Picture Prompts Karaoke Machine (if available) GarageBand Application (if available) Technology (Interactive Whiteboard, Computers) Pictures Rubrics</p>	<p>Reading Street 2013 Alignment</p> <p>TE 2: WP•10 TE 3: 381i, 451i TE 4: 153i TE 5: 221i, 323i TE 6: 425i, WP•10</p>
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	

Domain: <i>Strand: Speaking & Listening Grade 2</i>		
Cluster: <i>Grade 2: Presentation of Knowledge and Ideas</i>		
Standards: SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>When should we use complete sentences?</i> 2. <i>When should we use formal and informal sentences?</i> 	<p><i>-Proper grammar structure is necessary to form a complete sentence.</i></p> <p><i>-A complete sentence contains different components such as subject/verb agreement.</i></p> <p><i>-Different types of sentences are necessary to convey meaning</i></p> <p><i>-There is a difference 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>Verbally convert a telling sentence to an asking sentence. Discuss what a telling sentence is and what an asking sentence is. (Ex: Go to your room. Would you please go to your room.) Provide students with either an asking or a telling sentence and have them orally say the opposite.</i> • <i>Echoing various types of sentences using the correct tone of voice. Provide students with various sentences. Students should focus on punctuation to assist them in knowing which tone to use with the sentence. Students will take turns reading the sentences.</i>
Content Statements		
<i>Students will be able to use complete sentences in formal and informal situations.</i>		
Assessments		
<i>To show evidence of meeting this standard, students may:</i>		

<p><i>Role-play different conversations (formal and informal scenarios).</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 style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><u>www.readwritethink.org</u></p> <p style="text-align: center;"><u>www.softschools.com</u></p> <p style="text-align: center;"><u>www.iknowthat.com</u></p> <p style="text-align: center;"><u>www.rubistar.com</u></p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE 1: 51, 381, 451 SE 2: 118, 357, 529 TE 1: 49f, 51, 51a TE 2: 313j, 343e, WP•10 TE 3: 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j TE 4: 82–83, 117e, 118–119, 185e, 187a TE 5: 255a, 287j, 355e, 357a TE 6: 389e, 434–435, 466–467, 529a</p>
<p>Equipment Needed:</p> <p>Crayons/Markers/Pencils Paper Technology (Interactive Whiteboard, Computers)</p>	
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	