

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA



Original Adoption:	August 2025
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Ocean Academy Charter School English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: Grade 2	
Trimester	Pacing Guide in Days
Trimester 1 Reading Skills: Fiction and Nonfiction (Ask and Answer Questions, Main Topic, Describing Connections, Recounting Stories) Writing Skills: Launching Writer's Workshop and Narrative Fundations: Letter name and sound recognition for all consonants, short vowels, and digraphs; consonant blends; digraph blends; closed syllable type; bonus letters; glued sounds (all, am, an, -ng, and -nk); closed syllable exceptions; glued sounds (ild, ind, old, olt, ost); vowel teams (ai, ay, ea, ee, ey, oi, oy); suffixes (-s, -es, -ed, -ing, -er, and -est); reading and spelling of two-syllable words; compound words; syllable division rules; suffixes (-ful, -ment, -ness, -less, -able, -en, -ish); prefixes (mis-, un-, non-, dis-, trans-); vowel-consonant-e syllable type; spelling option procedure; vowel-consonant-e exception (-ive); suffix -ive; Trick Words. Diversity and Inclusion and Climate Change	60 days September-December
Trimester 2 Reading Skills: Fiction and Nonfiction (Determining Central Message, Character Action, Unfamiliar Words, Text Features, Author's Purpose, Poetry) Writing Skills: Informational/Explanatory Writing	60 days December-March

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

Foundations: open syllable type; additional syllable division rules; suffixes (-y, -ly, -ty); r-controlled syllable type; r-controlled vowels (ar, or, er, ir, and ur); spelling option procedure; dictionary skills; double vowel syllable type; combining of all syllable types to create multisyllabic words; Trick Words. Amistad and Diversity and Inclusion Climate Change	
Trimester 3 Reading Skills: Fiction and Nonfiction (Comparing and Contrasting Texts, Parts of a Story, Point of View, Explaining How Images Support Text, Author's Reasons, Connecting Words and Pictures) Writing Skills: Opinion Writing Foundations: review of suffix endings; flexibility in sound choices for reading; consonant -le syllable type; spelling consonant -le syllable words; review of all six syllable types; Trick Words. Amistad, Asian Americans and Pacific Islanders (AAPI), Diversity and Inclusion, and Climate Change	60 days March-June

Ocean Academy Charter School Trimester 1 Overview	
Content Area: English Language Arts	
Unit Title: Trimester 1	Duration: 60 days
Target Course/Grade Level: Grade 2	
Introduction: This unit focuses on building foundational literacy skills in second grade through reading, writing, and phonics instruction. Students will engage with both fiction and nonfiction texts, develop narrative writing abilities, and strengthen their understanding of phonics and word structure through systematic instruction aligned with Foundations. The goal is to support students in becoming confident, independent readers and writers. Reading Skills: Fiction and Nonfiction Students will read a variety of fiction and nonfiction texts. They will practice asking and answering questions to deepen understanding, identifying the main topic or message, and explaining how ideas or events are connected. Students will also recount key story elements, such as characters, setting, and major events. Writing Skills: Launching Writer's Workshop and Narrative	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

Students will begin Writer's Workshop by writing personal narratives. They will learn how to generate ideas, plan their writing, and include relevant details. Students will be introduced to the writing process, including drafting, revising, editing, and publishing with support.

Foundations:

Phonics and word study instruction will include the following focus areas:

- Letter name and sound recognition for all consonants and short vowels
- Digraphs (e.g., *sh, ch, th*) and consonant blends (e.g., *bl, st*)
- Digraph blends and closed syllable patterns
- Bonus letters (e.g., *ll, ss, zz*)
- Glued sounds (*all, am, an, -ng, -nk*)
- Closed syllable exceptions (e.g., *kind, gold*)
- Additional glued sounds (*ild, ind, old, olt, ost*)
- Vowel teams (*ai, ay, ea, ee, ey, oi, oy*)
- Suffixes: *-s, -es, -ed, -ing, -er, -est*
- Reading and spelling two-syllable words and compound words
- Syllable division rules and spelling strategies
- Additional suffixes: *-ful, -ment, -ness, -less, -able, -en, -ish*
- Prefixes: *mis-, un-, non-, dis-, trans-*
- Vowel-consonant-e syllable type and exceptions (e.g., *-ive*)
- Spelling option procedure
- Reading and spelling high-frequency irregular "Trick Words"

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

Focus Standards (Major Standards) <u>New Jersey Student Learning Standards</u> <u>Grade 2 ELA Standards with Practices</u>	
Content Standards: New Jersey Student Learning Standards for English Language Arts	
READING DOMAIN	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.	
RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.	
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).	
RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).	
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	
LANGUAGE DOMAIN	
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.	
L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences.	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING DOMAIN

(NW) Narrative Writing:

By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.
 - E. Provide a conclusion or sense of closure related to the narrated experiences or events.

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

(RW) Range of Writing:

By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SPEAKING AND LISTENING DOMAIN	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
SL.PE.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 norms 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). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
FOUNDATIONAL SKILLS DOMAIN	
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

the English writing system.
L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: a. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck b. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

and specialized reference materials, as appropriate.	
L.VL.2.2. 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.	
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	
L.VI.2.3. Demonstrate understanding of figurative language, 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). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
New Jersey Student Learning Standards: Interdisciplinary Connections <u>New Jersey Student Learning Standards</u>	
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties	
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	
• Physical and human characteristics affect where people live (settle). • Environmental characteristics influence how and where people live.	
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
	9.4.2.CI.2: Demonstrate originality and inventiveness in

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

	work (e.g., 1.3A.2CR1a).
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Digital tools have a purpose.	9.4.2.TL.2: Create a document using a word processing application.
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.	8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Climate Change Example: Students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information and convey ideas and information. Climate Change Example: Students may compose informative/explanatory texts about how local plants and animals adapt to the changing weather in different seasons. SL.PE.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 norms for discussions (e.g., gaining the

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

	floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Climate Change Example: Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues. A. Build on others' talk in conversations by linking their explicit comments to the remarks of others. B. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Plants depend on water and light to grow.	2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

- Ask and answer questions using who, what, where, when, why, and how.
- Use text evidence to support thinking.
- Identify characters, setting, plot, and main idea.
- Describe how characters respond to events and solve problems.
- Retell stories in sequence using beginning, middle, and end.
- Make predictions and confirm using clues from the text.
- Visualize and make inferences using personal knowledge.
- Compare and contrast different versions of the same story.
- Identify text features (headings, captions, charts, diagrams) in nonfiction.
- Distinguish between fiction and nonfiction.
- Make text-to-self, text-to-text, and text-to-world connections.
- Use decoding strategies when reading unfamiliar words.
- Identify parts of a book (cover, title, author, illustrator).
- Explore different genres including folktales, fables, poetry, and fantasy.

Writing

- Write a clear beginning, middle, and end.
- Use transition words (first, next, then, last).
- Include descriptive words to show feelings, actions, and ideas.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- Use complete and compound sentences.
- Use linking words (because, also, and).
- Revise and edit writing with support.
- Use checklists and peer feedback to improve writing.
- Publish writing using digital tools.
- Brainstorm and organize ideas before writing.
- Use a KWL chart for research and information writing.

Speaking/Listening

- Participate in discussions using eye contact, turn-taking, and active listening.
- Ask and answer questions to clarify or extend understanding.
- Describe key ideas from texts or presentations.
- Speak clearly using complete sentences and appropriate volume.
- Share ideas and respond to others respectfully.
- Retell or act out stories using important details.

Fluency

- Read grade-level text aloud with accuracy and expression.
- Recognize and read high-frequency words automatically.
- Use strategies like rereading and self-correction for understanding.
- Apply decoding strategies to read multisyllabic and irregular words.
- Maintain appropriate pacing while reading aloud.

Language

- Use correct capitalization at the beginning of sentences and in titles.
- Punctuate sentences with periods, question marks, and exclamation points.
Form and use common irregular past tense verbs (e.g., sat, told).
- Use collective nouns (e.g., group), irregular plural nouns (e.g., feet, children), and reflexive pronouns (e.g., myself, ourselves).
- Identify and write complete sentences with the correct subject and predicate.
- Spell grade-level words and use phonetic/invented spelling for unknown words.
- Understand that punctuation and grammar help clarify meaning.

Unit Enduring Understandings:

Students will know...

Reading:

- Reading is an active process
- It is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process helps us communicate our ideas, describe a personal experience.

Language:

- Language is the way we communicate with each other and share ideas.
An understanding of Standard American English helps us understand what we read and what we hear.

Listening & Speaking:

- Good listening and speaking skills help us better understand each other.
Listening and responding to what we hear develops our understanding and knowledge.
Through listening and speaking we will become clear and effective communicators.

Media:

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.

Unit Essential Questions:

Reading:

- What are my strategies for reading texts and how do I know they are working?
- What skills and strategies can I use to become a more effective reader?

Writing:

- Does my story make sense? Is it complete (beginning, middle, and end)?
- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of methods to communicate my ideas in writing?

Language

- How can we communicate ideas in a way that others will understand?

Listening & Speaking:

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Media:

- How can I use digital tools and online resources to communicate ideas?
- We will use media to enhance our thinking and learning

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest

accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.

- The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
- Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
- Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include:

rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Evidence of Student Learning

Formative Assessments

Ongoing tools used to guide instruction and monitor student progress:

- Do-Nows & Exit/Admit Slips
- Journal Writing
- Writing Assignments
- Peer Editing & Self-Evaluation
- Constructive Quizzes & Vocabulary Quizzes
- Literature Circles & Discussions
- Reading Responses
- Graphic Organizers & Visual Representations
- Individual Whiteboards
- Learning or Response Logs
- Open-Ended Questions & Questioning
- Kinesthetic Assessments
- Standards-Based Rubrics
- Teacher Observations & Anecdotal Notes
- Teacher-Student Conferences
- Practice Presentations
- Running Records & Timed Readings/Writings
- Heggerty Assessments
- Writing Workshop
- Portfolios
- Class Discussions & Cooperative Learning Groups
- Peer/Self-Assessments
- Literary Projects

Summative Assessments

Used to evaluate student learning at the end of a unit or period:

- Writing Workshop & Conferencing
- Foundations End-of-Unit Tests
- District Benchmarks or Interim Assessments
- State Assessments
- Daily Word Assessments
- iReady Scores

- Participation and Observations
 - Grades used for report cards and accountability measures
-

Benchmark Assessments

Administered periodically to track academic progress:

- iReady Diagnostic
 - DRA-3
 - Progress Monitoring
-

Alternative Assessments

Adapted assessments to support diverse learners:

- RAZ Kids
 - Running Records
 - Standards-Based Rubrics
-

Performance Tasks

Standards-aligned tasks requiring skill application:

- Reading Response Projects
- Personal Narrative Writing Pieces

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
- Use small group instruction for guided reading and writing
- Provide visual supports and graphic organizers
- Pre-teach and reinforce key vocabulary with pictures or motions
- Read aloud daily to model fluency and comprehension
- Use choral reading, songs, and chants to reinforce skills
- Assign peer buddies and peer tutors for support
- Offer preferential seating
- Allow extra time for tasks and assessments
- Accept oral or dictated responses

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- Use audiobooks or digital text options
 - Provide large print, Braille, or screen reader tools
 - Offer assistive tools such as a scribe or augmentative communication devices
 - Gradually increase text length as reading skills develop
-

Students with 504 Plans

- Implement accommodations as outlined in the 504 Plan
 - Provide extended time for reading, writing, and assessments
 - Use small group or one-on-one instruction when needed
 - Accept oral or dictated responses
 - Provide digital text formats or large print as needed
 - Offer assistive technology or scribes for writing tasks
-

Students at Risk of School Failure

- Use daily visuals and vocabulary previews
 - Model fluent reading through daily read-alouds
 - Support comprehension with choral reading and songs
 - Provide peer tutoring or assign a classroom buddy
 - Offer structured small group instruction
 - Allow for extended time and multiple attempts
 - Scaffold text complexity and gradually build stamina
 - Use frequent check-ins and progress monitoring
-

Gifted and Talented

- Use open-ended and “what if” questions to promote critical thinking
 - Incorporate Bloom’s Taxonomy through activities that involve analyzing, creating, and evaluating
 - Offer choice-based learning menus or contracts
 - Provide advanced texts and independent reading lists
 - Encourage discovery-based learning rather than step-by-step guidance
 - Use tiered assignments, concept puzzles, or graphic organizers for enrichment
 - Group students by interest or ability during centers
 - Provide opportunities for collaborative problem-solving and reflection
 - Include interest-based extension projects
 - Offer whole-group enrichment and flexible grouping options
-

Multilingual Learners (MLs)

- Pre-teach vocabulary with visuals and gestures
 - Use labeled visuals around the classroom to support comprehension
 - Provide small group guided reading and writing sessions
 - Use audiobooks and visual aids
 - Allow extra time and oral responses
 - Assign gestures or movements to new vocabulary
 - Collaborate with ML/ESL teachers for support strategies
-

Diversity and Inclusion

- Create a nurturing environment with consistent routines
- Respect and celebrate cultural traditions in the classroom
- Involve families in learning and maintain home-school communication
- Provide alternative assignments based on student needs and interests
- Use closed captioning and visual roadmaps for complex concepts
- Speak clearly, avoid idioms, and offer sufficient wait time
- Display academic word walls across subjects
- Collaborate with support staff and cultural liaisons
- Encourage bilingual development at home while building English at school

Supplemental Resources

Grade 2 Curriculum Map

Instructional Materials

- Ready Reading
 - Operation Possum Rescue
 - The Lion and the Mouse
 - Emperor Penguins
 - Seeds Get Around
- Mentor Texts
 - First Day Jitters
 - The Kissing Hand
 - Miss Nelson is Missing
- Geodes
 - Nez Perce: The People
 - The Lakota and the Buffalo
 - Mesa Village by Kate Harrison Belz
- Reading and Writing Fundamentals Kit
- Wilson Academy Fun-Hub

Supplemental Materials

- Pebble Go
- Brainpop Jr
- Flocabulary
- RAZ Kids
- Readworks
- Scholastic Weekly Readers
- Phonics Decodable Readers

Intervention Materials

- Geodes
- iReady Teacher Toolbox
- RAZ Kids
- Phonics Decodable Readers
- Heggerty Downloads
- Flexible Groupings
- Leveled Readers

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

Ocean Academy Charter School Trimester 2 Overview	
Content Area: English Language Arts	
Unit Title: Trimester 2	Duration: 60 days
Target Course/Grade Level: Grade 2	
Introduction: This unit continues to build second graders' reading, writing, and word analysis skills. Students will read a range of texts to deepen comprehension, with a focus on central messages, character analysis, and vocabulary development. In writing, students will learn how to clearly share information and explain ideas. Phonics instruction will emphasize more complex syllable types and spelling strategies to support accurate reading and writing of multisyllabic words. Reading Skills: Fiction and Nonfiction Students will read both fiction and nonfiction texts to strengthen comprehension. Instruction will focus on identifying the central message or lesson, analyzing characters' actions and motivations, and understanding unfamiliar vocabulary in context. Students will also explore nonfiction text features, examine the author's purpose, and read and respond to poetry. Writing Skills: Informational/Explanatory Writing Students will learn to write informational texts that explain a topic clearly and accurately. They will practice organizing facts and ideas, using topic sentences and supporting details, and applying domain-specific vocabulary. Students will also revise and edit their writing for clarity and correctness. Fundations: Phonics and word study instruction will target the following skills: ➤ Open syllable type (e.g., <i>go</i>, <i>me</i>) ➤ Additional syllable division rules for reading and spelling longer words ➤ Suffixes: <i>-y</i>, <i>-ly</i>, <i>-ty</i> ➤ R-controlled syllable type and r-controlled vowels (<i>ar</i>, <i>or</i>, <i>er</i>, <i>ir</i>, <i>ur</i>) Spelling option procedure to choose correct spellings for similar sounds Use of dictionary skills to support vocabulary and spelling ➤ Double vowel syllable type (e.g., <i>rain</i>, <i>team</i>) ➤ Combining all learned syllable types to read and spell multisyllabic words ➤ Continued mastery of high-frequency "Trick Words" that do not follow typical patterns	
Disciplinary Concepts for the Unit Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial	

literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
Grade 2 ELA Standards with Practices

Content Standards: New Jersey Student Learning Standards for Reading Language Arts

READING DOMAIN

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

(IT) Interactions Among Text Elements:

By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

(TS) Text Structure:

By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

(PP) Perspective and Purpose in Texts:

By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

LANGUAGE DOMAIN

(RF) Foundational Skills: Reading Language:

By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING DOMAIN

(IW) Informative and Explanatory Writing:

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.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 norms 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). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that

listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
FOUNDATIONAL SKILLS DOMAIN
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: a. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck b. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail).

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
L.VL.2.2. 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.
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
L.VI.2.3. Demonstrate understanding of figurative language, 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). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

B. Compare formal and informal uses of English.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Individuals may be different, but all have the same basic human rights.

There are benefits to trading goods and services with other countries.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas

Performance Expectations

(Identified with Standard Number and statement)

Brainstorming can create new, innovative ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Digital tools and media resources provide access to vast stores of information that can be searched

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Digital tools have a purpose.

9.4.2.TL.2: Create a document using a word processing application.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas

Performance Expectations

(Identified with Standard Number and Statement)

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

8.1.2.AP.4: Break down a task into a sequence of steps

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Climate Change Example: Students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information and convey ideas and information. Climate Change Example: Students may compose informative/explanatory texts about how local plants and animals adapt to the changing weather in different seasons. SL.PE.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 norms 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). Climate Change Example: Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues. C. Build on others' talk in conversations by linking their explicit comments to the remarks of others. D. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Physical and human characteristics affect where people live (settle).	6.1.5.Geo.GI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

- Ask and answer questions using who, what, where, when, why, and how.
- Use text evidence to support answers and ideas.
- Identify characters, setting, plot, and main idea in both fiction and nonfiction texts.
- Describe how characters respond to events and solve problems.
- Retell stories in sequence with a clear beginning, middle, and end.
- Understand the structure of a story, including introduction and conclusion.
- Compare and contrast characters, stories, or versions of the same text.
- Make text-to-self, text-to-text, and text-to-world connections.
- Make predictions and revise them based on evidence in the text.
- Visualize, infer, and use prior knowledge to deepen understanding.
- Recognize the author's purpose and message in both stories and informational texts.
- Identify nonfiction text features such as headings, captions, diagrams, glossaries, and charts.
- Determine the main idea and supporting details in informational texts.
- Recognize and understand various literary genres (e.g., folktales, fables, poetry, fantasy, nonfiction).
- Use illustrations, diagrams, and images to clarify meaning in literary and informational texts.
- Participate in shared reading discussions before, during, and after reading.
- Identify rhythm, rhyme, and alliteration in poems and songs.
- Distinguish between fiction and nonfiction.
- Select and read “just right” books based on interest and reading level.

Writing

- Write with a clear beginning, middle, and end.
- Use transition words (first, next, then, last) to show order.
- Include details, facts, and definitions to support ideas.
- Use linking words (because, also, and) to connect thoughts.
- Write an introduction and a conclusion.
- Revise and edit writing with support for grammar, spelling, and punctuation.
- Take notes from teacher-provided materials or research sources.
- Use brainstorming and other prewriting strategies to organize ideas.
- Publish final drafts independently and with peers using digital tools.
- Choose a topic and stay focused on it throughout the writing.
- Use correct formatting for friendly letters.

- Understand the purpose of punctuation and capitalization in written communication.

Speaking/Listening

- Participate in conversations and group discussions respectfully.
- Take turns, listen actively, and make eye contact.
- Ask and answer questions about topics or texts.
- Share ideas clearly using complete sentences.
- Retell or act out stories using important details.
- Respond to oral stories and presentations with understanding.
- Add details or clarify when needed to help others understand.
- Use appropriate tone, volume, and speaking pace for different situations.

Fluency

- Read grade-level texts aloud accurately and with expression.
- Recognize and read high-frequency words automatically.
- Use strategies like rereading, sounding out, and cross-checking for unknown words.
- Decode vowel teams, two-syllable words, and irregular spelling patterns.
- Adjust reading rate and tone to match text and purpose.
- Reread texts to improve understanding and fluency.
- Use self-correction strategies to confirm meaning while reading.

Language

- Use proper grammar and sentence structure in speaking and writing.
- Write complete simple and compound sentences.
- Use adjectives and adverbs appropriately.
- Capitalize proper nouns, titles, holidays, and geographic names.
- Use commas in greetings, dates, and to separate cities and states.
- Use apostrophes in contractions and possessives.
- Apply correct end punctuation (. ? !) and use conventional spelling when possible.
- Use inventive spelling for unfamiliar words when needed.
- Understand the role of punctuation and capitalization in effective communication.

Unit Enduring Understandings:

Students will know...

Reading:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process to inform an audience o a chosen topic.

Research:

- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking.
- We will enhance our learning by using many resources and by using technology.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening & Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Media:

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Unit Essential Questions:

Reading:

- What are my strategies for reading text and how do I know they are working?
- What skills and strategies can I use to become a more effective reader?

Writing:

- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Research:

- Why is it important to solve problems?
- How do I know information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

Language:

- How can we communicate ideas in a way that others will understand?

Listening & Speaking:

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Media:

- Why do we have media?
- What different types of media can I use for different purposes?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading

- The students individually read a text that the teacher has selected at the instructional reading level.
- The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
- Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
- Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Evidence of Student Learning

Formative Assessments

Ongoing tools used to guide instruction and monitor student progress:

- Do-Nows & Exit/Admit Slips
- Journal Writing
- Writing Assignments
- Peer Editing & Self-Evaluation
- Constructive Quizzes & Vocabulary Quizzes
- Literature Circles & Discussions
- Reading Responses
- Graphic Organizers & Visual Representations
- Individual Whiteboards
- Learning or Response Logs
- Open-Ended Questions & Questioning
- Kinesthetic Assessments
- Standards-Based Rubrics
- Teacher Observations & Anecdotal Notes
- Teacher-Student Conferences
- Practice Presentations
- Running Records & Timed Readings/Writings
- Heggerty Assessments
- Writing Workshop
- Portfolios
- Class Discussions & Cooperative Learning Groups
- Peer/Self-Assessments
- Literary Projects

Summative Assessments

Used to evaluate student learning at the end of a unit or period:

- Writing Workshop & Conferencing
- Foundations End-of-Unit Tests
- District Benchmarks or Interim Assessments

- State Assessments
 - Daily Word Assessments
 - iReady Scores
 - Participation and Observations
 - Grades used for report cards and accountability measures
-

Benchmark Assessments

Administered periodically to track academic progress:

- iReady Diagnostic
 - DRA-3
 - Progress Monitoring
-

Alternative Assessments

Adapted assessments to support diverse learners:

- RAZ Kids
 - Running Records
 - Standards-Based Rubrics
-

Performance Tasks

Standards-aligned tasks requiring skill application:

- Reading Response Projects
- Personal Narrative Writing Pieces

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
- Use small group instruction for guided reading and writing
- Provide visual supports and graphic organizers
- Pre-teach and reinforce key vocabulary with pictures or motions
- Read aloud daily to model fluency and comprehension
- Use choral reading, songs, and chants to reinforce skills
- Assign peer buddies and peer tutors for support

- Offer preferential seating
 - Allow extra time for tasks and assessments
 - Accept oral or dictated responses
 - Use audiobooks or digital text options
 - Provide large print, Braille, or screen reader tools
 - Offer assistive tools such as a scribe or augmentative communication devices
 - Gradually increase text length as reading skills develop
-

Students with 504 Plans

- Implement accommodations as outlined in the 504 Plan
 - Provide extended time for reading, writing, and assessments
 - Use small group or one-on-one instruction when needed
 - Accept oral or dictated responses
 - Provide digital text formats or large print as needed
 - Offer assistive technology or scribes for writing tasks
-

Students at Risk of School Failure

- Use daily visuals and vocabulary previews
 - Model fluent reading through daily read-alouds
 - Support comprehension with choral reading and songs
 - Provide peer tutoring or assign a classroom buddy
 - Offer structured small group instruction
 - Allow for extended time and multiple attempts
 - Scaffold text complexity and gradually build stamina
 - Use frequent check-ins and progress monitoring
-

Gifted and Talented

- Use open-ended and “what if” questions to promote critical thinking
- Incorporate Bloom’s Taxonomy through activities that involve analyzing, creating, and evaluating
- Offer choice-based learning menus or contracts
- Provide advanced texts and independent reading lists
- Encourage discovery-based learning rather than step-by-step guidance
- Use tiered assignments, concept puzzles, or graphic organizers for enrichment
- Group students by interest or ability during centers
- Provide opportunities for collaborative problem-solving and reflection
- Include interest-based extension projects

- Offer whole-group enrichment and flexible grouping options

Multilingual Learners (MLs)

- Pre-teach vocabulary with visuals and gestures
- Use labeled visuals around the classroom to support comprehension
- Provide small group guided reading and writing sessions
- Use audiobooks and visual aids
- Allow extra time and oral responses
- Assign gestures or movements to new vocabulary
- Collaborate with ML/ESL teachers for support strategies

Diversity and Inclusion

- Create a nurturing environment with consistent routines
- Respect and celebrate cultural traditions in the classroom
- Involve families in learning and maintain home-school communication
- Provide alternative assignments based on student needs and interests
- Use closed captioning and visual roadmaps for complex concepts
- Speak clearly, avoid idioms, and offer sufficient wait time
- Display academic word walls across subjects
- Collaborate with support staff and cultural liaisons
- Encourage bilingual development at home while building English at school

Supplemental Resources

Grade 2 Curriculum Map

Instructional Materials

- Ready Reading
 - A Puppy for Oscar by Jane Lawrence
 - Stone Soup by Elsa Southern
 - Homes Around the World by Coriander Singh
- Mentor Texts
 - Bad Case of the Stripes by David Shannon
 - I Have A Dream by Kadir Nelson
 - Last Stop on Market Street by Matt de la Pena
 - I Am Ruby Bridges by Ruby Bridges
- Geode
 - Wagons and Yokes
 - Horizons
 - Walking with the President

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- The Legend of El Capitan: A Miwok Story retold by Joseph Bruchac
- Esther Hobart Morris by Linda M. Washington
- Brown vs. Board of Education by Chrystal D. Giles
- Free to Move by Sumin Lee

- Reading and Writing Fundamentals Kit
- Wilson Academy Fun-Hub

Supplemental Materials

- Pebble Go
- Brainpop Jr
- Flocabulary
- RAZ Kids
- Readworks
- Scholastic Weekly Readers
- Phonics Decodable Readers

Intervention Materials

- Student-teacher goal setting
- Geodes
- iReady Teacher Toolbox
- Homework Options
- RAZ Kids
- Think-Pair-Share
- Phonics Decodable Readers
- Heggerty Downloads
- Flexible Groupings
- Leveled Readers

Ocean Academy Charter School
Trimester 3
Overview

Content Area: English Language Arts

Unit Title: Trimester 3

Duration: 60 days

Target Course/Grade Level: Grade 2

Introduction:

In this unit, students will strengthen their reading comprehension by comparing texts, identifying key story elements, and examining how authors use words and images to convey meaning. Writing instruction will focus on developing opinion pieces where students learn to express their thoughts clearly and support them with reasons. Phonics instruction will include targeted review of word parts and syllable types, reinforcing skills needed to decode and spell more complex words.

Reading Skills: Fiction and Nonfiction

Students will compare and contrast texts by looking at similarities and differences in content, structure, or characters. They will analyze parts of a story—including beginning, middle, and end—as well as explore different points of view. Instruction will also focus on how images and illustrations support the meaning of a text, how authors give reasons to support points, and how words and pictures work together to help readers understand more deeply.

Writing Skills: Opinion Writing

Students will learn to write opinion pieces by stating a clear opinion, providing reasons to support it, and organizing their writing with an introduction and conclusion. They will also work on linking their ideas and using clear, persuasive language.

Fundations:

Phonics and word study instruction will include:

- Review of common suffix endings
- Flexibility in sound choices when reading unfamiliar words
- Consonant-le syllable type (e.g., *table*, *little*)
- Spelling words that contain the consonant-le syllable pattern
- Review and application of all six syllable types to support decoding and spelling
- Continued practice with high-frequency “Trick Words” that do not follow regular spelling patterns

Disciplinary Concepts for the Unit**Standard 9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <u>New Jersey Student Learning Standards</u> <u>Grade 2 ELA Standards with Practices</u>
Content Standards: New Jersey Student Learning Standards for Reading Language Arts
READING DOMAIN
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

LANGUAGE DOMAIN

(RF) Foundational Skills: Reading Language:

By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING DOMAIN

(AW) Argumentative Writing:

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.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 norms 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). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

SL.ES.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.

(UM) Use Media:

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

(AS) Adapt Speech:

By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

FOUNDATIONAL SKILLS DOMAIN

(WF) Foundational Skills: Writing Language:

By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
L.VL.2.2. 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.
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
L.VI.2.3. Demonstrate understanding of figurative language, 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). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

listening.

- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas

Performance Expectations

(Identified with Standard Number and statement)

Brainstorming can create new, innovative ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Digital tools and media resources provide access to vast stores of information that can be searched

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Digital tools have a purpose.

9.4.2.TL.2: Create a document using a word processing application.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas

Performance Expectations

(Identified with Standard Number and Statement)

Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

8.1.2.AP.4: Break down a task into a sequence of steps

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Computers store data that can be retrieved later. Data can be

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

copied, stored in multiple locations, and retrieved.	
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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Climate Change Example: Students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information and convey ideas and information. Climate Change Example: Students may compose informative/explanatory texts about how local plants and animals adapt to the changing weather in different seasons. SL.PE.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 norms 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). Climate Change Example: Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues. E. Build on others' talk in conversations by linking their explicit comments to the remarks of others. F. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

- Read and comprehend a variety of texts, including fiction, nonfiction, folktales, fables, poetry, fantasy, and nursery rhymes.
- Identify characters, setting, plot, and central message in stories.
- Retell stories and events in sequence, including beginning, middle, and end.
- Compare and contrast different versions of the same story and characters across texts.
- Distinguish between fiction and nonfiction texts.
- Ask and answer questions using who, what, where, when, why, and how.
- Use text evidence to support answers and ideas.
- Describe how characters respond to problems and how events are connected.
- Make and confirm predictions using prior knowledge and story clues.
- Make connections to self, other texts, and the world.
- Identify the author's purpose and message.
- Recognize and describe story structure and text features in both literary and informational texts (e.g., headings, captions, diagrams).
- Identify the main idea and supporting details in nonfiction texts.
- Use illustrations, diagrams, and text features to clarify understanding.
- Participate in shared reading discussions before, during, and after reading.
- Visualize, summarize, and infer meaning beyond the text.
- Respond to texts orally and in writing using supporting details.

Writing

- Write clear pieces that include a beginning, middle, and end.
- Use transition words (first, next, then, last) and linking words (because, and, also).
- Write for different purposes: stories, opinions, responses, directions, and personal reflections.
- State an opinion and support it with reasons.
- Use descriptive words to match feelings, actions, and ideas.
- Use complete sentences and begin to write compound sentences.
- Apply basic capitalization and punctuation rules in all writing.
- Revise and edit with support to improve sentence structure, clarity, and spelling.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- Use prewriting strategies such as brainstorming and organizing ideas.
- Publish final drafts using writing tools and technology.
- Label, list, and complete basic forms (name, address, date).
- Share writing through class messages, journals, and letters.
- Demonstrate basic handwriting skills, write from left to right, use spaces between words, and read back their own writing.

Speaking/Listening

- Participate in group discussions and collaborative conversations using appropriate turn-taking and eye contact.
- Ask and answer questions about information read or presented.
- Retell stories using important details and expressive language.
- Share thoughts clearly using complete sentences.
- Listen actively to others and build on their ideas.
- Speak with appropriate tone, volume, and clarity for different purposes.

Fluency

- Read grade-level texts aloud accurately, at an appropriate rate, and with expression.
- Use strategies to self-correct errors and monitor understanding.
- Recognize high-frequency words automatically.
- Use decoding strategies for unfamiliar words, including vowel teams and word chunks.
- Reread text to improve accuracy and comprehension.

Language

- Use correct grammar in speaking and writing, including complete simple and compound sentences.
- Apply capitalization and punctuation rules (titles, sentence beginnings, end marks, commas, apostrophes).
- Use and spell common homophones correctly (e.g., brake/break, meat/meet).
- Use knowledge of prefixes, root words, and compound words to determine meaning.
- Use sentence context to understand unfamiliar words.
- Use adjectives and adverbs correctly in context.
- Apply learned spelling patterns and consult resources to check spelling.
- Compare formal and informal uses of English appropriately.

Unit Enduring Understandings:

Students will know...

Reading:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.

- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process helps us communicate our ideas and opinions on chosen topics.

Research:

- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking
- We will enhance our learning by using many resources and by using technology.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening & Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Media:

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Unit Essential Questions:

Reading:

- What are my strategies for reading text and how do I know they are working?
- What skills and strategies can I use to become a more effective reader?

Writing:

- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Research:

- Why is it important to solve problems?
- How do I know information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

Language:

- How can we communicate ideas in a way that others will understand?

Listening & Speaking:

- Can I listen and respond to what I hear?

- How can I become a better listener and speaker?

Media:

- Why do we have media?
- What different types of media can I use for different purposes?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library

- Geode Readables
- Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on

the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Evidence of Student Learning

Formative Assessments

Ongoing tools used to guide instruction and monitor student progress:

- Do-Nows & Exit/Admit Slips
- Journal Writing
- Writing Assignments
- Peer Editing & Self-Evaluation
- Constructive Quizzes & Vocabulary Quizzes
- Literature Circles & Discussions
- Reading Responses
- Graphic Organizers & Visual Representations
- Individual Whiteboards
- Learning or Response Logs
- Open-Ended Questions & Questioning
- Kinesthetic Assessments
- Standards-Based Rubrics
- Teacher Observations & Anecdotal Notes
- Teacher-Student Conferences
- Practice Presentations
- Running Records & Timed Readings/Writings
- Heggerty Assessments
- Writing Workshop
- Portfolios
- Class Discussions & Cooperative Learning Groups
- Peer/Self-Assessments
- Literary Projects

Summative Assessments

Used to evaluate student learning at the end of a unit or period:

- Writing Workshop & Conferencing
 - Foundations End-of-Unit Tests
 - District Benchmarks or Interim Assessments
 - State Assessments
 - Daily Word Assessments
 - iReady Scores
 - Participation and Observations
 - Grades used for report cards and accountability measures
-

Benchmark Assessments

Administered periodically to track academic progress:

- iReady Diagnostic
 - DRA-3
 - Progress Monitoring
-

Alternative Assessments

Adapted assessments to support diverse learners:

- RAZ Kids
 - Running Records
 - Standards-Based Rubrics
-

Performance Tasks

Standards-aligned tasks requiring skill application:

- Reading Response Projects
- Personal Narrative Writing Pieces

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
- Use small group instruction for guided reading and writing

- Provide visual supports and graphic organizers
 - Pre-teach and reinforce key vocabulary with pictures or motions
 - Read aloud daily to model fluency and comprehension
 - Use choral reading, songs, and chants to reinforce skills
 - Assign peer buddies and peer tutors for support
 - Offer preferential seating
 - Allow extra time for tasks and assessments
 - Accept oral or dictated responses
 - Use audiobooks or digital text options
 - Provide large print, Braille, or screen reader tools
 - Offer assistive tools such as a scribe or augmentative communication devices
 - Gradually increase text length as reading skills develop
-

Students with 504 Plans

- Implement accommodations as outlined in the 504 Plan
 - Provide extended time for reading, writing, and assessments
 - Use small group or one-on-one instruction when needed
 - Accept oral or dictated responses
 - Provide digital text formats or large print as needed
 - Offer assistive technology or scribes for writing tasks
-

Students at Risk of School Failure

- Use daily visuals and vocabulary previews
 - Model fluent reading through daily read-alouds
 - Support comprehension with choral reading and songs
 - Provide peer tutoring or assign a classroom buddy
 - Offer structured small group instruction
 - Allow for extended time and multiple attempts
 - Scaffold text complexity and gradually build stamina
 - Use frequent check-ins and progress monitoring
-

Gifted and Talented

- Use open-ended and “what if” questions to promote critical thinking
- Incorporate Bloom’s Taxonomy through activities that involve analyzing, creating, and evaluating
- Offer choice-based learning menus or contracts
- Provide advanced texts and independent reading lists
- Encourage discovery-based learning rather than step-by-step guidance

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- Use tiered assignments, concept puzzles, or graphic organizers for enrichment
- Group students by interest or ability during centers
- Provide opportunities for collaborative problem-solving and reflection
- Include interest-based extension projects
- Offer whole-group enrichment and flexible grouping options

Multilingual Learners (MLs)

- Pre-teach vocabulary with visuals and gestures
- Use labeled visuals around the classroom to support comprehension
- Provide small group guided reading and writing sessions
- Use audiobooks and visual aids
- Allow extra time and oral responses
- Assign gestures or movements to new vocabulary
- Collaborate with ML/ESL teachers for support strategies

Diversity and Inclusion

- Create a nurturing environment with consistent routines
- Respect and celebrate cultural traditions in the classroom
- Involve families in learning and maintain home-school communication
- Provide alternative assignments based on student needs and interests
- Use closed captioning and visual roadmaps for complex concepts
- Speak clearly, avoid idioms, and offer sufficient wait time
- Display academic word walls across subjects
- Collaborate with support staff and cultural liaisons
- Encourage bilingual development at home while building English at school

Supplemental Resources

[Grade 2 Curriculum Map](#)

Instructional Materials

- Ready Reading
 - The Three Little Pigs - Folktale from England
 - The Shade Seller - A Korean Folktale by Marilyn Helmer
 - Earwigs by Jane Kinzer
 - Soldier Bees by Melissa Maron
- Mentor Texts
 - Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie
 - Eyes That Kiss in the Corners by Joanna Ho
 - The Name Jar by Yangsook Choi

Ocean Academy Charter School
Curriculum Guide
Grade 2 - ELA

- Dear Abuelo by Grecia Huesca Dominguez
- Geode
 - We Will Ride by Lior Klirs
 - The Paralympics by Melissa Thomson
 - My Freedom Story by Sheyann Webb-Christburg
 - Kaha Hadid by Emily Klimer
 - Stop. Wait. Start. by Rachel Hylton
- Reading and Writing Fundamentals Kit
- Wilson Academy Fun-Hub

Supplemental Materials

- Pebble Go
- Brainpop Jr.
- Flocabulary
- RAZ Kids
- Readworks
- Scholastic Weekly Readers
- Phonics Decodable Readers

Intervention Materials

- Audio books at different levels
- Geodes
- Multiple-level questions
- iReady Teacher Toolbox
- RAZ Kids
- Mini workshops to re-teach skills
- Phonics Decodable Readers
- Flexible Groupings
- Leveled Readers