

Grade Two Reading Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)

- Standard # 1 • Standard # 2 • Standard # 3 • Standard # 7 • Standard # 12

New Jersey Core Curriculum Content Standard (NJCCCS):

(3.1 Reading) All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard (Expectation):

All students will demonstrate proficiency in decoding sounds, letters and words in written English in order to become independent and fluent readers in a variety of literary sources.

Receptive Process:

Includes decoding, comprehension, vocabulary, study skills, predicting outcomes, formulating questions, responding creatively and accomplishing goals based on rubrics.

Content Outcome: <i>Develop and apply decoding strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Read a new selection applying knowledge of balanced cuing systems • Match pictures to words by internal vowel sounds 	<ul style="list-style-type: none"> • Practice word relationships • Find words within words and identify base words and endings • Match pictures to words and use word scrambles • Decode words using context clues

Content Outcome: <i>Develop and apply vocabulary strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Draw, write or act out a definition • Demonstrate knowledge of meaning through games • Write complete sentences using new vocabulary • Use dictionary, thesaurus and glossary 	<ul style="list-style-type: none"> • Provide repeated exposure to words using games (<i>Scrabble</i>, crossword puzzles) • Examine word relationships and design webs and word walls • Model ways to define words (writing, drawing or acting out) • Consult resources to enhance understanding
Content Outcome: <i>Develop comprehension strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Retell a story using role play or mime • Write questions and answer partner's questions • Explain a prediction or inference providing proof from the story • Create poems about the comprehension of a story 	<ul style="list-style-type: none"> • Model use of picture clues to confirm meaning • Make inferences orally • Discuss sequencing and form mental images • Read a selection for specific information
Content Outcome: <i>Recognize and understand literary elements.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Act out the feelings of a character • Make dialogue balloons • Retell a story sequentially including character and setting • Reveal a character through symbols 	<ul style="list-style-type: none"> • Create a story web • Dramatize a character's feelings • Compare and contrast genre of different selections • Discuss characters, setting and main idea

Content Outcome: <i>Extend understanding and appreciate author's purpose and style.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Use a rubric to compare texts • Compare several works by one author in literature groups • Explain how illustrations help to express author's style 	<ul style="list-style-type: none"> • Read another book by the same author • Investigate author's background and opinions • View and discuss illustrations
OVERALL OUTCOMES: Process <i>Follow the reading process with guidance.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Retell a story and extend story to next probable event by working in groups to create stick puppets • Read and explain a new selection 	<ul style="list-style-type: none"> • Investigate the effect of grammar elements on meaning • Use word clues and context clues to enhance meaning • Identify inferences and conclusions
OVERALL OUTCOMES: Assessment <i>Develop and apply self-monitoring strategies for self-assessment.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Explain how strategies bookmarks are helpful when reading new information • Create a story map • Retell a story relating to personal experiences 	<ul style="list-style-type: none"> • Make bookmarks listing strategies used by good readers • Design an experience web to incorporate prior knowledge

OVERALL OUTCOMES: Affective Development <i>Identify and develop student self-awareness strategies within the reading process.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Tell which strategies are most helpful in a given situation • Write a journal entry 	<ul style="list-style-type: none"> • Brainstorm ideas to be included in a reading notebook • Model the use of context clues to identify unfamiliar words and enhance comprehension

OVERALL OUTCOMES: Technology Literacy <i>Develop and recognize the use of technology with reading strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Write about or illustrate the life of an author or illustrator • Use clip art in a booklet relating to a story 	<ul style="list-style-type: none"> • Listen to talented readers on tape or CD-ROM • Explore the Internet to learn more about an author or illustrator • Use various games to increase comprehension and gather inferences

OVERALL OUTCOMES: Ethnic Diversity <i>Identify diverse cultures present in local community.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Present a skit comparing cultures within the community • Explain the value of diverse cultures within a community 	<ul style="list-style-type: none"> • Create a Venn diagram to compare the culture in a story to our culture • Research diverse cultures

Grade Two Writing Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)

- Standard # 5
- Standard # 6
- Standard # 12

New Jersey Core Curriculum Content Standard (NJCCCS):

(3.2 Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Diocesan Standard (Expectation):

All students will demonstrate proficiency in writing across the curriculum in all disciplines, with clarity, organization and structure including the ability to address a wide variety of publics.

Expressive Language:

Includes pre-writing, drafting, revising, editing (grammar and spelling/vocabulary) publishing (handwriting), defining purpose, organizing ideas, applying skills, oral communication, reflecting and accomplishing goals based on rubrics.

Content Outcome: <i>Prewriting strategies</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Organize thoughts in sequence • Identify the most important sentence in a story • Give an example of a particular audience • Explain the reasons for a word web 	<ul style="list-style-type: none"> • Build a <i>treasure box</i> of writing topics • Teach the writing process through a journal • Determine how to write to a particular audience • Cluster events using a word web • Set writing priorities

Content Outcome: <i>Drafting strategies</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Self-assess a draft about a specific topic • Explain the conclusion of a personal story based on a rubric 	<ul style="list-style-type: none"> • Respond to story starters or topics • Share feelings about various stories • Show how a hypothesis can lead to a conclusion • Arrive at a conclusion based on data
Content Outcome: <i>Revision strategies</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Rewrite with greater clarity • Explain the details in a story • Prove that the title does not give away the story 	<ul style="list-style-type: none"> • Identify the beginning, middle and ending of stories • Brainstorm ways to avoid repetition of words and ideas • Choose meaningful and effective titles
Content Outcome: <i>Editing strategies</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Self-check spelling and grammar • Explain choice of resources used for editing 	<ul style="list-style-type: none"> • Peer edit • Practice using proofreading marks • Encourage word lists, dictionaries and charts to aid the proofreading process

Content Outcome: <i>Publishing strategies</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Develop a rubric to reflect appropriate standards of excellence • Conference with teacher or peers • Contribute to a class book • Share work creatively 	<ul style="list-style-type: none"> • Investigate ideas for publishing a class book • Extend ideas by illustrating scenes and presenting skits • Plan a book talk • Evaluate style, mechanics and sequence
OVERALL OUTCOME: <i>Process Follow the writing process with guidance.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Keep a portfolio of writing samples • Conference with teacher or peers 	<ul style="list-style-type: none"> • Provide weekly opportunities to use the writing process based on a weekly story • Edit together stressing steps
OVERALL OUTCOME: <i>Assess Practice self-assessment through the sequences of the writing process.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Use a self-check list to determine if the steps in the writing process have been followed • Choose items to place in a portfolio reflecting each step of the writing process 	<ul style="list-style-type: none"> • Provide self-check lists for each part of the writing process • Keep a daily journal and present one step each day to be expanded upon by the students

OVERALL OUTCOME: Affective Development *Develop and maintain a positive environment which inspires students to express individuality through writing.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Using a similar theme, have students make up a fictional funny story and evaluate for creativity and sequence • Observe presentation of book reports and journal entries 	<ul style="list-style-type: none"> • Have students write about a family event that was funny. Have them collaborate with their parents. Encourage both to write about their side of the story. • Provide many ways students present their work: create book covers, illustrate scenes, interview an author of a story • Journal

OVERALL OUTCOME: Technology Literacy *Encourage students to begin to use the writing process on the computer.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Use the computer to edit and publish • Type a personal poem 	<ul style="list-style-type: none"> • Teach <i>spell check</i> • Use <i>tab</i> for indenting the first word of a paragraph • Utilize software which encourages sentence writing • Help with keyboard skills

OVERALL OUTCOME: Ethnic Diversity *Use the writing process to describe similarities and differences in local communities.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Create a chart to show similarities and differences in the community • Explain information shown in a Venn diagram 	<ul style="list-style-type: none"> • Make a Venn diagram • Teach children how to chart similarities and differences • Write an opening sentence which main idea will follow based on different cultures

Grade Two Listening Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)

- Standard # 8
- Standard # 10
- Standard # 11

New Jersey Core Curriculum Content Standard (NJCCCS):

(3.4 Listening) All students will listen actively to information from a variety of sources in a variety of situations.

Diocesan Standard (Expectation):

All students will demonstrate appropriate listening skills to enhance learning through the receptive process.

Receptive Process:

Includes decoding, comprehension, vocabulary, study skills, predicting outcomes, formulating questions, responding creatively and accomplishing goals based on rubrics.

Content Outcome: <i>Set a purpose for listening.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Follow specific directions • Draw a picture after listening to a story or poem • Listen to a line of rhyme and repeat or add another line that rhymes 	<ul style="list-style-type: none"> • Give oral directions • State reasons for listening to a story • Play listening games • Use cassettes and headphones to establish a listening center • Compare and contrast books and tapes • Share poems with nonsense rhymes

Content Outcome: <i>Activate prior knowledge.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • List or draw a picture of three stories, tales or rhymes that were discussed • Tell about a favorite word • Play a game recalling calendar events or holidays 	<ul style="list-style-type: none"> • Brainstorm favorite fairy tales, nursery rhymes or stories • Discuss favorite words • Recall some events remembered from specific holidays or events
Content Outcome: <i>Display readiness for listening.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Respond orally following more complex directions • Repeat directions verbally or act out 	<ul style="list-style-type: none"> • Listen to tapes • Remind students to put pencils down • Be in a listening posture • Use a verbal signal or a physical signal to get attention • Play listening games in teams (<i>Whisper Down the Lane, Telephone</i>)
Content Outcome: <i>Receive and attend to the message.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Act out responses to a message • Follow a set of directions in a game format • Recall some specific word or information based on discussion 	<ul style="list-style-type: none"> • Read to students • Give oral directions to complete a task • Listen to a pre-recorded message • Practice closing eyes and forming a mental image of what was heard

Content Outcome: <i>Assign meaning to the message.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Role play receiving or giving a telephone message • Share ideas from a chart or diagram 	<ul style="list-style-type: none"> • Organize a class discussion on proper phone message etiquette • Use a K-W-L chart or Venn diagram to gather ideas
Content Outcome: <i>Respond to the message.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Share a response to an audio message • Show a picture that was drawn from specific steps • Present the results of a how-to chart or diagram 	<ul style="list-style-type: none"> • Follow specific directions • Demonstrate how to respond to a given message • Draw pictures to show the sequence of making a craft • Model drawing an animal following step-by-step directions
Content Outcome: <i>Develop comprehension-monitoring strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Ask questions about what was heard • Complete a story map, draw a picture or write a paragraph after listening 	<ul style="list-style-type: none"> • Give oral directives • Read aloud • Use cassettes and videos • Keep asking what was heard and how processing happens

Content Outcome: <i>Extend the message.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Present a summary of directions to a specific board game • Create the message that a character from a story left for the class 	<ul style="list-style-type: none"> • Brainstorm ways to write a message to someone else • Play a game to follow exact directions
OVERALL OUTCOME: Process: <i>Follow the listening process with guidance.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Follow what the directions dictate • Draw what is heard in a story or musical piece • Present a chart or model after following directions 	<ul style="list-style-type: none"> • Give specific oral directions • Use visual aids such as models, pictures or charts • Listen to a piece of music or literature
OVERALL OUTCOME: Assessment <i>Begin to identify and list the steps which lead to self-monitoring for listening.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Share a rubric for a good speaker • Tell a peer what was liked about a story or poem 	<ul style="list-style-type: none"> • Encourage students to share ideas they hear from another piece of literature or someone's story • Give models of effective and ineffective steps for listening

OVERALL OUTCOME: Affective Development <i>Create an environment that encourages, respects and enables the individual to learn and to grow in the listening process appropriate to the needs of the student.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Draw yourself as a good listener • Present introduction of self to the class 	<ul style="list-style-type: none"> • Give specific oral directions • Instruct students to be polite and not to talk over each other for good listening
OVERALL OUTCOME: Technology Literacy <i>Develop and recognize the use of technology with listening strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Use the computer to share stories with one another • Design a cover and picture for a report 	<ul style="list-style-type: none"> • Use overhead projector, films, computer and CD-ROMs • Provide auditory computer programs with oral directions • Search the Internet for listening goals and games for students
OVERALL OUTCOME: Ethnic Diversity <i>Understand and respect diversity in any community through the listening process.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Participate in an ethnic festival using music, dance, costumes and literature • Describe a favorite custom in <i>your</i> family 	<ul style="list-style-type: none"> • Listen to stories in different languages or about different lands • Discuss customs

Grade Two Speaking Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)

- Standard # 4
- Standard # 11
- Standard # 12

New Jersey Core Curriculum Content Standard (NJCCCS):

(3.3 Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Diocesan Standard (Expectation):

All students will demonstrate effective speaking processes at the appropriate level of development including the ability to address a wide variety of publics.

Expressive Language:

Includes defining purpose, organizing ideas, applying skills, oral communication, reflecting, and accomplishing goals based on rubrics.

Content Outcome: <i>Observe models of authentic and purposeful oral language.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none">• Participate in large group discussions of literature• Share insights about stories• Formulate questions about a story	<ul style="list-style-type: none">• Restate answers to questions• Listen to stories being read aloud

Content Outcome: <i>Identify audience and purpose.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Dramatize a character in a play • Add to a discussion about different books by the same author • Participate in a discussion about different books by various authors • Share a poem 	<ul style="list-style-type: none"> • Practice choral reading • Discuss the purposes of authors and illustrators
Content Outcome: <i>Access and organize information for speaking.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Follow a rubric for a presentation • Use note cards to record information for a type of speech • Discover and share information 	<ul style="list-style-type: none"> • Read and discuss literature • Model simple research techniques • Show how to summarize information
Content Outcome: <i>Develop effective use of visual display.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Demonstrate how to create, make or build something • Identify setting verbally using maps and globes • Use a chart for a <i>how to</i> explanation 	<ul style="list-style-type: none"> • Model a <i>how to</i> demonstration • Discuss setting through use of maps and globes

Content Outcome: <i>Deliver a message effectively.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Share authentic messages with peers • Present results of an interview • Summarize a piece of literature 	<ul style="list-style-type: none"> • Listen to a tape and express information on the tape verbally • Brainstorm specific questions for an interview • Model the summary process
Content Outcome: <i>Apply self-regulating and self-correcting procedures to speaking.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Conference with teacher or peers • Observe audience reaction to student speaking • Rephrase and self-correct when message is not received the first time 	<ul style="list-style-type: none"> • Conduct peer interviews • Teach speaker and audience relationships • Play <i>telephone</i> to discover whether a message has been received
Content Outcome: <i>Respond creatively and critically.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Deliver a news report • Summarize peer presentations orally • Give an oral presentation followed by a question and answer period 	<ul style="list-style-type: none"> • Develop a creative response to a message • Practice appropriate questions and answers following an oral presentation • Discuss critiquing peer presentations

OVERALL OUTCOME: Process <i>Follow the speaking process with guidance.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Give logical responses to the comments of others • Formulate authentic questions • Identify various audiences 	<ul style="list-style-type: none"> • Practice critiquing • Discuss the organization and the appropriateness of questions • Describe a variety of audiences

OVERALL OUTCOME: Assessment <i>Review effectiveness of the speaking opportunity through self-assessment strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Use a rubric to self-assess a tape-recorded demonstration • Adjust voice to situation 	<ul style="list-style-type: none"> • Model self-assessment of a tape-recording • Practice voice modulation in different circumstances

OVERALL OUTCOME: Affective Development <i>Develop and maintain a positive environment that inspires students to express individuality through speaking.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Work in cooperative groups • Use <i>circle-sharing</i> for expressing ideas about a story 	<ul style="list-style-type: none"> • Use informal seating arrangements • Model effective expression of ideas based on time and content

OVERALL OUTCOME: Technology Literacy <i>Develop and recognize the use of technology with speaking strategies.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Give a PowerPoint presentation • Watch a CD-ROM and relate the story 	<ul style="list-style-type: none"> • Model a PowerPoint presentation • Present various CD-ROMs and show how a story can be developed
OVERALL OUTCOME: Ethnic Diversity <i>Use the speaking process to describe similarities and differences in the local community.</i>	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> • Identify and discuss regional similarities and differences • Locate communities on a map and share insights 	<ul style="list-style-type: none"> • Use videos and tapes to examine regional similarities and differences • Compare and contrast local communities using a map