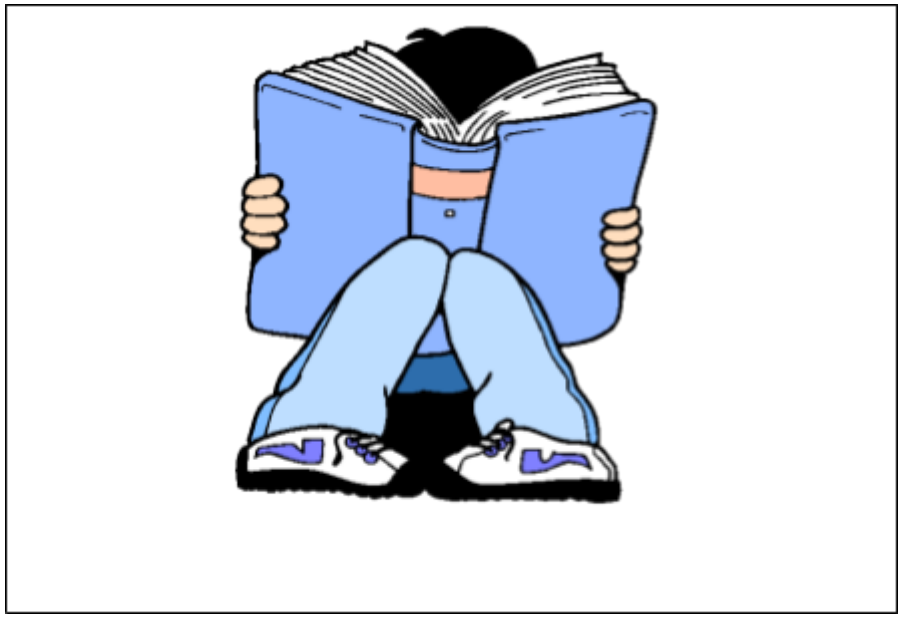
Public Speaking



Grade 2: Unit 3

Title of Unit: The Communication Process

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Course Description
(Workshop Model)

Public Speaking is introduced to students in the second grade as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will be introduced to The Communication Process by demonstrating command of the conventions of Standard English grammar and usage when writing and or speaking. Students will apply knowledge of language 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. Students will also acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Students will demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Students will 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. Students will learn how to recount or describe key ideas or details from a text read aloud or information presented orally or through other media, 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, and tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

To make learning active, engaging, and responsive to students' needs, a workshop model is employed. Teachers use the "I Do, We Do, You Do" instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The second grade Public Speaking course and instruction builds on prior learning while supporting student achievement in Speaking and Listening. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.

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Rationale

In order to plan instruction inclusive of all students in the Public Speaking classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Public Speaking curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Speaking and Listening and Language Standards have been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.

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Pacing Chart – Unit 3

Topic: The Communication Process	NJSLS	
		Instruction: 7 weeks **Assessment: 1 week** **Remediation/Enrichment: 1 week**

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DISTRICT RESOURCES **Students will learn and practice the following in the Public Speaking Curriculum:** · **Oral Communication (weekly vocabulary building)** · **Elements of Communication** · **Grammar Usage** · **Articulation** · **Pronunciation** · **Verbal and Nonverbal Messages** · **Channels of Communication** · **Volume and Rate** · **Body Movement** · **Eye Contact** · **Vocal Production (articulators, the palate, the diaphragmatic breathing)** · **Gestures** **The learning objectives of Public Speaking are as follows:** · **Students will improve vocabulary** · **Students will understand oral communication** · **Students will practice grammar usage** · **Students will take part in articulation drills**	**Reading Foundational Skills:** RF.2.3A,C,E. RF.2.4A,B,C **Speaking and Listening Standards:** SL.2.1A,B,C, SL.2.3, SL.2.5, SL.2.6 **Language Standards:** L.2.1.B,C,D,E,F L.2.2B,C,D,E, L.2.3A, L.2.4.B, L.2.4.C,E L.2.5B, L.2.6	

4 | P· g **Students will practice pronunciation** · **Students will become familiar with verbal and nonverbal messages in**		

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public speaking · **Students will practice controlling their volume and rate while speaking publicly** · **Students will become more aware of their body movement while speaking publicly** · **Students will become aware of their eye contact with the audience while speaking publicly** · **Students will practice controlling their breathing** · **Students will practice voice inflection** · **Students will match their gestures with spoken words**		

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Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving Writing to learn Making thinking visible Note-taking Rereading & rewriting Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning Quick writes Pair/trio Sharing Turn and Talk Charting Gallery Walks Whole class discussions Modeling	Word Study Drills Flash Cards Interviews Role Playing Diagrams, charts and graphs Storytelling Coaching Articulation Eye Contact Pronunciation Reading partners Visuals Reading Aloud Model (I Do), Prompt (We Do), Check (You Do) Mind Mapping Trackers Multiple Response Strategies Choral reading Reader's/Writer's Notebooks Conferencing

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Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

Technology Operations and Concepts

- □ Identify the basic features of a computer and explain how to use them effectively.
- □ Create a document using a word processing application.
- □ Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- □ Enter information into a spreadsheet and sort the information.

Creativity and Innovation

- □ Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Communication and Collaboration

- □ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using Various media formats such as online collaborative tools and social media.

Digital Citizenship

- □ Develop an understanding of ownership of print and non-print information.

Research and Information Literacy

- □ Use digital tools and online resources to explore a problem or issue.

Critical Thinking, Problem Solving, and Decision-Making □

Use geographic mapping tools to plan and solve problems.

Computer Skills

Basic Computer Skills

[redacted]

Word Processing Skills

[redacted]

[redacted]

Keyboarding Skills

[redacted]

Programs

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Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**

  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**

  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

- **CRP3. Attend to personal health and financial well-being.**

  Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**

  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that

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positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**

  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.**

  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals**.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly

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act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**

  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf

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WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	· Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · comparable to proficient English peers
5- Bridging	· Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	· Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	· General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	· General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	· Pictorial or graphic representation of the language of the content areas · Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies			
Time/General	**Processing**	**Comprehension**	**Recall**
· Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline	· Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners	· Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning	· Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
· Computer/whiteboard · Tape recorder · Spell-checker · Audio-taped books	· Extended time · Study guides · Shortened tests · Read directions aloud	· Consistent daily structured routine · Simple and clear classroom rules · Frequent feedback	· Individual daily planner · Display a written agenda · Note-taking assistance · Color code materials

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Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

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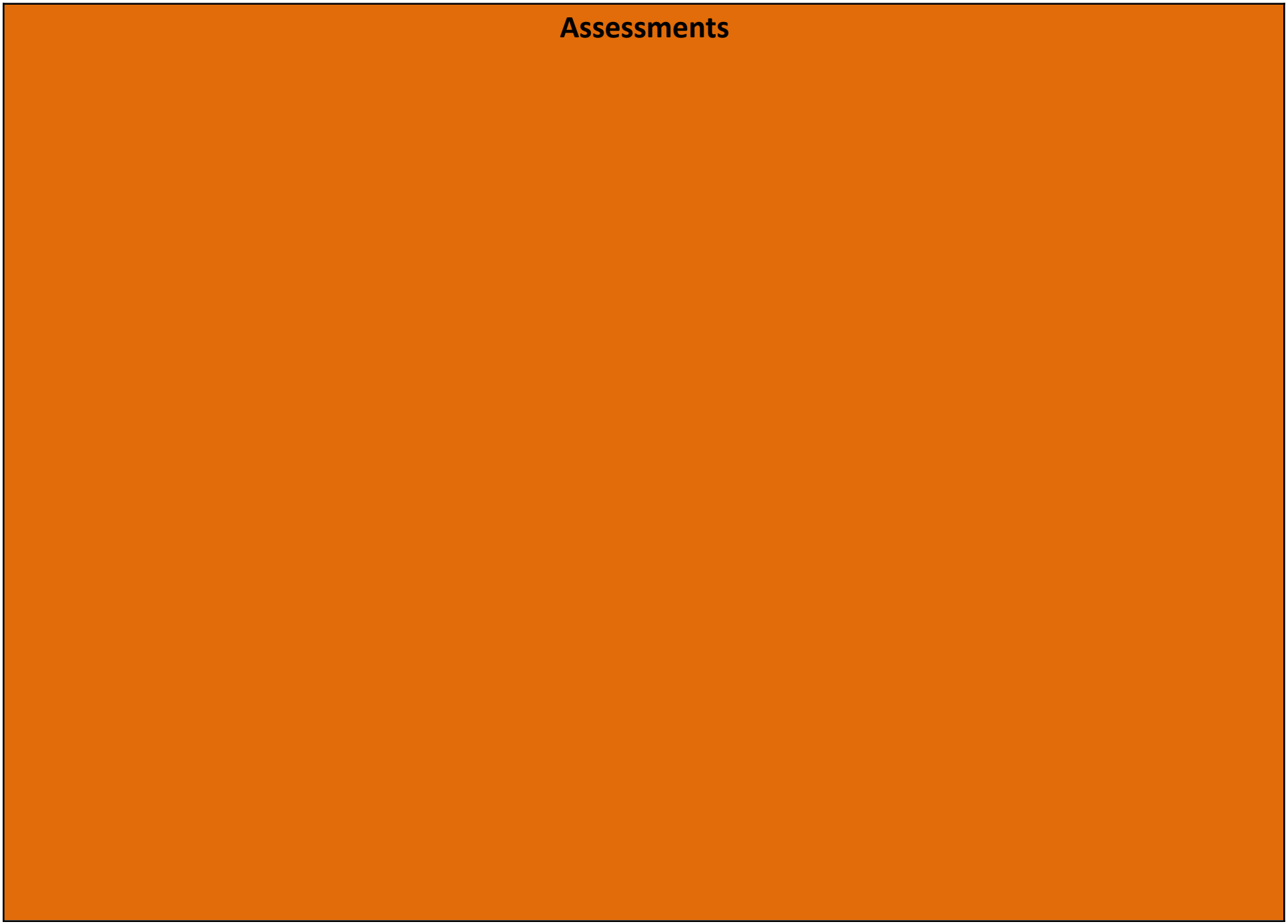
Assessments

Required District/State Assessments	***Suggested Formative/Summative Classroom Assessments***
· Unit Assessment · NJDOE Model Curriculum · Running Records	· Short constructed response questions · Multiple Choice questions · Quizzes · Journals · Essays · Quick writes · Summative chapter test · Projects · Portfolio · Exit Slips · Graphic Organizers · Presentations (incorporating Web 2.0 tools) · Homework · Anecdotal Notes · Student Conferencing · Speeches

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Grade: 2	Unit: 3	Topic: The Communication Process
Standards: NJSLS: **Reading Foundational Skills**: RF.2.3.A,C,E, RF.2.4.A,B,C **Speaking and Listening:** SL.2.1.A,B,C, SL.2.3, SL.2.5, SL.2.6. **Language:** L.2.1.B,C,D,E,F, L.2.2.B,C,D,E. L.2.3.A, L.2.4.B, L.2.4.C,E, L.2.5.B, L.2.6.		

DISTRICT RESOURCES

Students will learn and practice the following in the Public Speaking Curriculum:

- **Oral Communication (weekly vocabulary building)**
- **Elements of Communication**
- **Grammar Usage**
- **Articulation**
- **Pronunciation**
- **Verbal and Nonverbal Messages**
- **Channels of Communication**
- **Volume and Rate**
- **Body Movement ·**

  Eye Contact
- **Vocal Production (articulators, the palate, the diaphragmatic breathing)**
- **Gestures**

The learning objectives of Public Speaking are as follows:

- **Students will improve vocabulary**
- **Students will understand oral communication**
- **Students will practice grammar usage**
- **Students will take part in articulation drills**
- **Students will practice pronunciation**

- **Students will become familiar with verbal and nonverbal messages in public speaking**
- **Students will practice controlling their volume and rate while speaking publicly**

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- **Students will become more aware of their body movement while speaking publicly**
- **Students will become aware of their eye contact with the audience while speaking publicly**
- **Students will practice controlling their breathing**
- **Students will practice voice inflection**
- **Students will match their gestures with spoken words**

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New Jersey Student Learning Standard (NJSLS) RF.2.3.A,C,E

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

RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)

RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)

RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Identify typical vowel combinations · Demonstrate ability to pronounce and spell words with vowel teams · Utilize strategies for decoding words with affixes in texts · Utilize strategies for decoding irregularly-spelled words in texts · Determine if the word looks and sounds right and makes sense · Search for chunks and say them · Focus on the beginning and/or end of the word and try again, when having difficulty	· How many parts do you hear in that word? · Are there any patterns you can use to help you write the word? · Are there any chunks you know that can help you figure out what this word means? · Does the word have suffixes and prefixes you know? · Learn and recognize the long and short sounds for each vowel. · Identify vowels in printed words. · Distinguish long from short vowels when reading one-syllable words. · Recognize and use	· Given twenty words, students will circle the vowels in each word. · Given ten one-syllable words, students will indicate if the vowel is long or short. · After reading a story with a partner, students will identify words with long/short vowels. · Understand that meaningful chunks can be added to words to change their meaning · Understand that prefixes are added to the beginning of the word · Know the meaning of common prefixes such as re; un; dis; etc. · Understand that suffixes are added to the ending of a word · Recognize the derivational suffixes, ly; ish; hood; ful; ness; ment; etc. · Recognize and use common syllable patterns such as *doubles*, to help decode multi-syllabic words · Know and read, fluently, regularly spelled words

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		common syllable patterns. · Know and read, fluently, regularly spelled words.	

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New Jersey Student Learning Standard (NJSLS) RF.2.4.A,B,C

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

RF.2.4.A. Read grade-level text with purpose and understanding.

RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Understand grade-level text when reading · Read grade-level text aloud, making minimal errors · Use an appropriate rate when reading aloud · Use appropriate expression and inflection when reading text aloud · Use appropriate self-correction strategies to read words and for understanding · Reread text to better understand what was read, when necessary	· Why did you choose this selection? · What can you do when the story/text doesn't make sense? · What strategies can you use when you don't understand the text? · Can you read this paragraph fluently and with expression? · Why is it important to scan the page? · Did you skim the page looking for information? · When you self-monitor, you_____. · What does it mean to read fluently? · Did you re-read the part you didn't	· Set a purpose for reading · Use expression when reading · Use strategies for self-correction · Skim text to check understanding · Scan text to confirm understanding · Re-read for fluency and comprehension · Self-monitor for understanding

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		understand?	

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New Jersey Student Learning Standard (NJSLS) SL.2.1.A,B,C

NJSLS: SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.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).

SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Participate in a variety of grade-appropriate, collaborative, rich, structured conversations · Assume various roles in conversations (e.g., participant, leader, and observer) · Use norms of conversations (e.g., eye contact, taking turns, etc) · Connect comments to build on remarks of others · Ask questions and further explanations about topics and/or texts	· Do you agree with your partner regarding the text? Why or why not? Please explain. · Can you elaborate on your partners' comment? Please express your opinion. · Is there anything you can add to your partner's comment? · When given a prompt, students will use established rules for group discussion. · When you work in your groups, remember to follow the rules for listening and speaking. · I didn't understand; can you repeat that?	· Prepare for and participate effectively in a range of conversations and collaborations with divers partners, building on others' ideas and expressing their own clearly and persuasively · Teacher models and instructs active listening and staying on topic · Teacher models and instructs small and large group discussion · Students will follow teacher directed rules for discussion · Teacher models and instructs how to appropriately respond to group discussion · Students will ask clarifying questions to elaborate on 2nd grade topics and/or text · Know how to contribute to a conversation or discussion · Be aware of topics/texts that are being discussed

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			· Use acceptable structures for building on the ideas of others · Know how to respond to the ideas of others in the group · Know how to express ideas that are similar or different from those already expressed

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New Jersey Student Learning Standard (NJSLS) SL.2.3

NJSLS: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Ask questions about what a speaker is saying to clarify, gather or deepen understanding · Answer questions in order to clarify or gain further information	· What did the speaker say? · What was the most important part that you heard? · What would you say if you didn't understand the speaker? · What would be one question that you could ask so you could find out more information? · What was the most important detail? · I didn't understand; can you share some examples? · Can you say that in a different way?	· Understand what is being said · Ask important questions · Answer important questions · Ask for more information · Realize that additional information is needed for understanding

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New Jersey Student Learning Standard (NJSLS) SL.2.5

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Utilize digital media to enhance ideas for meaning · Create visuals that emphasize chosen facts or details	· What is the theme of your presentation? · What visuals will you use to enhance your presentation? · Have you practiced your reading, emphasizing important words or points? · How is your pacing? · At what time in your presentation will you show your visuals? · Do you visuals support your presentation theme? · Have you chosen a book/poem to record? How did you decide?	· Understand how to use audio equipment · Understand voice, pitch and inflection · Create visual displays such as legends, charts, graphs, and display boards · Select stories or poems suitable for recording

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New Jersey Student Learning Standard (NJSLS) SL.2.6

NJSLS: SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Articulate ideas (both verbally and in writing) using complete sentences and ideas · Provide details or clarifications when speaking as requested	· Don't forget to use a complete sentence. · Who is your audience? · Would you use formal or informal English with this audience? · Why would you use formal English? · Why would you use informal English? · What type of language do you use when giving a presentation? · What is the specific vocabulary that relates to your topic? · When will you use this specific vocabulary?	· Understand different levels of speech styles · Recognize when formal or informal English is appropriate · Understand that informal speech is used when talking to friends · Use academic, content specific, vocabulary when presenting formally · Use complete sentences in formal presentations · Know that when constructing a formal response, Standard English grammar and language convention must be used

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New Jersey Student Learning Standard (NJSLS) L.2.1.B,C,D,E,F

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

L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Identify irregular plural nouns used when reading, writing or speaking · Classify plural nouns as regular or irregular · Form and use common irregular plural nouns when writing or speaking · Identify reflexive pronouns when reading, writing or speaking · Classify pronouns as reflexive · Accurately use reflexive pronouns when writing or speaking · Identify irregular verbs in the past tense used when writing or speaking · Classify verbs in the past tense as regular or irregular · Form and use common irregular verbs in the past tense when writing or speaking	· How might you write the plural of a particular word? · Do I know how to form irregular plural nouns? · Listen as I read what you wrote. Did that sound right? · Read what you wrote slowly. Did you write what you just said? · Is there another word that would be specific? · How might you write the plural of that word? · Can you add adjectives to your sentence? · Can you tell where the action happened?	· Given five singular nouns, students will form the irregular plural of each and use two in a sentence · Know how to print legibly · Understand that there are special words used to define a collection of objects, people, or things (group, herd, school, etc.) · Know how regular plurals are formed · Distinguish between a regular/irregular plural · Know that the subjects and predicated in a sentence can be moved and still make sense

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	· Define and identify adjectives and adverbs when reading, writing or speaking · Classify adjectives and adverbs in sentences · Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking · Define and identify simple and compound sentences when reading · Classify sentences as simple or compound · Expand and rearrange complete, simple and compound sentences when writing and speaking · Distinguish between regular/irregular plural words · Know how regular plurals are formed		

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New Jersey Student Learning Standard (NJSLS) L.2.2.B,C,D,E

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

L.2.2.B. Use commas in greetings and closings of letters.

L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Define and identify greetings and closings in letters (salutation) · Use commas appropriate to offset greetings and closings in letters · Define and identify apostrophes when reading and writing · Articulate the purpose and use of apostrophes · Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing · Identify common spelling patterns · Utilize common spelling patterns when writing · Utilize reference materials and resources to correct one's own spelling	· What words in this sentence should be capitalized? · Remember to capitalize the name of a place. · What punctuation do you need to show something belongs to someone? · When you combine two words to make a contraction, you need to add an apostrophe. · What can you use to help check your spelling?	· Know the names of holidays that must be capitalized · Understand that product names are words like Nike, Xerox, Hershey, etc. · Know that names of countries, cities, states, lakes, and mountains are capitalized · Understand how to use commas in greetings and closings of letters · Understand that in a contraction, an apostrophe replaces missing letters · Use spelling patterns, word roots, affixes, and syllable construction · Use dictionaries, or digital media, to look for the correct spelling of a word

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New Jersey Stdent Learning Standard (NJSLS) L.2.3.A

NJSLS: L.2.3.A. Compare formal and informal uses of English.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English	· Have you determined the purpose for your speech/writing/presentation? · Who will be your audience? · Is the tone, or style, appropriate to your audience? · Have you followed the rules of punctuation and grammar? · Did you practice your presentation with your group, and did they provide you with feedback? · In your group, did you talk about using precise language to convey your ideas? · Did you use a thesaurus to locate other ways to say_____? Did you use quotes, questions, or exclamations to add	· Understand basic punctuation rules · Understand basic capitalization rules · Understand basic grammar rules · Recognize that words have differences, or shades of meaning · Know that punctuation, like commas, exclamations, and question marks, can be used for effect · Distinguish between situations that call for formal English and those where informal English is appropriate

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New Jersey Student Learning Standard (NJSLS) L.2.4.B

NJSLS: L.2.4.B.Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words · Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words · Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.	· What strategies have you used to help you figure out what this word means? · Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? · Have you read the sentences around the word to help you determine what the word means? · Can you go online and search for the meaning of the word? · There are two meanings for this word. Can you use them to help you understand what the word means?	· Understand context clues help provide clues to word or phrase meaning · Identify the most common prefixes and roots · Know how to use a textbook glossary · Use a print or digital dictionary to locate definitions of key words or phrases · Understand that sometimes two words can be combined to make a new word

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New Jersey Student Learning Standard (NJSLS) L.2.4.C,E

NJSLS: L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words · Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words · Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.	· What strategies have you used to help you figure out what this word means? · Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? · Have you read the sentences around the word to help you determine what the word means? · Can you go online and search for the meaning of the word? · There are two meanings for this word. Can you use them to help you understand what the word means?	· Understand context clues help provide clues to word or phrase meaning · Identify the most common prefixes and roots · Know how to use a textbook glossary · Use a print or digital dictionary to locate definitions of key words or phrases · Understand that sometimes two words can be combined to make a new word

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New Jersey Student Learning Standard (NJSLS) L.2.5.B

NJSLS: L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives	· Where do you think the word_____comes from? · What is the author telling us when he used the word _____? · In what other context could this word be used? · Without changing the meaning, what word could you add to make the sentence stronger? · What word would best describe this character? · What is the literal meaning of this sentence? What real-life connection can you make? Which word is the best to use so that we can really show what this is like?	· Understand literal and non-literal meanings · Understand that words have shades or degrees of meaning · Understand the connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). · Understand shades of meaning, as it relates to state of mind, or degrees of certainty · Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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		Let's make a list from_____to_____so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run)	

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New Jersey Student Learning Standard (NJSLS) L.2.6.

NJSLS: L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Show understanding of newly acquired vocabulary (gathered from discussions as well as text) · Make purposeful language choices to communicate in an effective way · Utilize adjectives and adverbs to describe where necessary	· Today our target word is_____. Look for a chance to use this word today. · As part of your homework, I want you to look for the words that we have been studying. · Can you think of a better word to use here? · What would be a more precise word? · Without changing the meaning of the sentence, which word can best be used to replace the underlined part? · What word would best describe_____? · Can you restate this sentence using more precise words? · Can you replace a word in this sentence with another word that is more precise or specific?	· Practice opportunities to hear words used in different contexts · Acquire and use words that are basic to understanding a concept · Determine which word best describes an action, emotion, or state of being · Develop an amount of grade level academic words and phrases · After hearing or reading a word in context, begin to use it in the spoken and written language

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Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
• http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog http://www.state.nj.us/education/cccs/frameworks/ela/	• http://readingandwritingproject.org/ • http://www.schrockguide.net/ - • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ http://www.state.nj.us/education/cccs/frameworks/ela/	• http://readingandwritingproject.org/ www.lindahoyt.com/tips.html http://www.state.nj.us/education/cccs/frameworks/ela/	• http://readingandwritingproject.org/ • http://www.schrockguide.net/ - • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://readingandwritingproject.org/ • http://kylenebeers.com/blog/feed • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog http://www.state.nj.us/education/cccs/frameworks/ela/

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