

Glen Ridge Board of Education
Language Arts
Grade 2
Required
Full Year
New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

The second grade language arts curriculum prepares students to achieve their maximum potential in language arts literacy through exposure to quality children’s literature in a wide variety of genres from which grade-appropriate strategies and skills are specifically taught.

Name of Course
Unit 1: Friends and Family The Big Idea: How do families and friends learn, grow and help one another?
Time Allotted (days of instruction): 5 weeks plus one for review and assessment
New Jersey Student Learning Standards (NJSLS)
RF.2.3 - Know and apply grade-level phonics and word analysis in decoding words. RF.2.3a - Know spelling-sound correspondences for common vowel teams. RF.2.3c - Decode words with common prefixes and suffixes. RF.2.3d - Identify words with inconsistent but common spelling-sound correspondences. RF.2.3e - Recognize and read grade-appropriate irregularly spelled words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension. RF.2.4a - Read grade-level text with purpose and understanding. RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression. RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges using key details. RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.7 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 - Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion

W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

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.2.1a - 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.2.1b - Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

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.

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

L.2.1f - 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).

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

L.2.2b - Use commas in greetings and closings of letters.

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

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

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

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

L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

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

L.2.5 - Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do friends depend on each other? ● How are families around the world the same and different? ● How can a pet be an important friend? ● How do we care for animals? ● What happens when families work together? 	<ul style="list-style-type: none"> ● SWBAT (students will be able to): <ul style="list-style-type: none"> ○ spell words with short vowels <i>a, i, e, o, and u</i> ○ explain that a sentence is a group of words that tells a complete thought ○ describe the characteristics that make up a fantasy stories ○ capitalize and punctuate sentences correctly ○ form plural nouns by adding <i>-s</i> or <i>-es</i> ○ identify the key details in a story ○ explain that a question is a sentence that asks something ○ read a text with expression ○ use inflectional endings to understand the meaning of unknown words ○ understand and identify the characteristics of the Genre: Realistic Fiction ○ identify and punctuate sentence types: commands and exclamations ○ use the visualize strategy when reading ○ identify and describe the main parts of a story: character, setting, events ○ use their prior knowledge of root words to figure out the meaning of longer words ○ spell words with two-letter blends ○ understand and identify the characteristics of the Genre: Fiction ○ understand that every sentence 	<p><u>Word Work:</u></p> <ul style="list-style-type: none"> ● Vocabulary: introduce words, discuss meanings and play games with emphasis on root words and inflected verbs. ● Dictionary Skills – ABC order and word meanings ● Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games. <ul style="list-style-type: none"> ○ Week 1: Short /a/a, /i/ i ○ Week2:Short/e/e,/o/o,/u/u ○ Week 3: Two-letter blends ○ Week 4: Short /a/ a, Long /ā/ a_e ○ Week 5: Short /i/ i, Long /ī/ i_e <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ● Building theme comprehension through the discussion of prior knowledge ● Understand key characteristics of various genres of writing <ul style="list-style-type: none"> ○ Week 1: Literature - Fantasy Stories ○ Week 2: Literature - Realistic Fiction ○ Week 3: Literature - Fiction ○ Week 4: Informational Text – Narrative Nonfiction ○ Week 5: Informational Text – Expository Text ● Write to thematic picture prompt ● Read selection (whole group) and generate questions ● Visualize important story details ● Discuss character, setting, & events ● Use main idea & details to summarize ● Make and confirm predictions ● Ask and answer questions ● Read with proper expression, intonation, & phrasing <p><u>Grammar Skills:</u></p>

	<p>must have a subject</p> <ul style="list-style-type: none"> ○ explain that a subject tells who or what the sentence is about ○ use the correct punctuation in letters ○ use the comprehension strategy: ask and answer questions ○ read a text with good intonation ○ use the vocabulary strategy: context clues ○ spell words with <i>short a</i>, <i>long a</i>, <i>short i</i>, and <i>long i</i> ○ understand and identify the characteristics of the Genre: Narrative Nonfiction ○ understand that every sentence must have a predicate ○ explain that a predicate tells what the subject of the sentence is doing ○ understand that a comma tells a reader to pause ○ pause when they see a comma in a sentence while reading ○ use the inflectional endings <i>-ed</i> and <i>-ing</i> to change the meaning of a root word ○ use the comprehension skill: Key Details ○ use the vocabulary strategy: Root Words when trying to figure out the meaning of unknown words ○ understand and identify the characteristics of the Genre: Expository Text ○ expand and combine sentences ○ use quotation marks correctly in a sentence ○ identify and write possessive nouns ○ use correct phrasing by grouping words together in a natural way 	<ul style="list-style-type: none"> ● Recognize types of sentences (statements, commands, & exclamations) ● Identify subjects and predicates ● Combine sentences <p><u>Center Activities:</u> Provide independent learning activities to reinforce skills/concepts taught.</p> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> ● Student journal entries ● Write to thematic picture prompt ● Write a friendly letter ● Write a Personal narrative ● Handwriting practice (e.g. poetry journals)
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	<p>while reading</p> <ul style="list-style-type: none"> ○ use inflectional endings to figure out the meaning of an unknown words
Resources/Materials	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014 ● The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013 <p>Online Resources:</p> <ul style="list-style-type: none"> ● Connected Online Wonders site: http://www.connected.mcgraw-hill.com ● Language Arts NJSLA: https://www.nj.gov/education/cccs/2016/ela/
Interdisciplinary Connections	<p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems. ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. <p>Science:</p> <ul style="list-style-type: none"> ● 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
21st Century Life and Careers	<p>Standard 9.1 Personal Financial Literacy</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <p>Standard 9.2 Career Awareness, Exploration, Preparation, and Training</p> <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <p>Standard 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems ● 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
Technology Standards	<p>Standard 8.1 Computer Science</p> <ul style="list-style-type: none"> ● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. ● 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. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. <p>Standard 8.2 Design Thinking</p> <ul style="list-style-type: none"> ● 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Diversity/Inclusion	<p>Included in the Wonders Program:</p> <ul style="list-style-type: none"> ● <u>“Dinner and Alejandros”</u> - about a boy who visits the family of a friend from another country to learn

	<p>about other foods and customs</p> <ul style="list-style-type: none"> ● <u>“Maria Celebrates Brazil”</u> - is about a girl in Brazil who is practicing to be in a celebration and how celebrations in different countries are the same and different. ● <u>“Big Red Lollipop”</u> by Rukhsana Khan - a multi-cultural story about two sisters and some of the hurdles and social awkwardness of being children of immigrant parents. ● <u>“A Look at Families”</u> - an expository text selection about families around the world. <p>Recommended Additional Text:</p> <ul style="list-style-type: none"> ● <u>“All are Welcome”</u> by Alexandra Penfold - Follow a diverse group of children from all kinds of families through a day at school, where everyone is welcomed with open arms. It lets young children know that no matter what, they have a place, they have a space, they are welcome in their school. ● <u>“Going Down Home with Daddy”</u> by Kelly Starling Lyons - Set at one young boy’s annual family reunion is a rich and moving celebration of Black history, culture, and the power of family traditions.
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Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Essential Question Discussions ● Observations ● Strategic Questioning ● Think-Pair-Share ● Classroom Polls ● Compare & Contrast ● K-W-L Charts ● Center Activities ● Worksheets/Homework ● Thumbs Up/Thumbs Down ● Whiteboard Responses 	<ul style="list-style-type: none"> ● Classwork/Homework ● Weekly Assessments ● Writing Samples ● Unit Tests 	<ul style="list-style-type: none"> ● DRA/Running Records ● Word Awareness Writing Activity ● San Diego Quick Assessment ● Projects ● Portfolio 	<ul style="list-style-type: none"> ● Journal Entries ● Presentations ● Projects ● Consult with G&T teacher

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Preferential seating ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/directions/representations ● Directions repeated, clarified, reworded or simplified ● Allow extra time 	<ul style="list-style-type: none"> ● Preferential seating ● Provide positive reinforcement ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide oral as well as written instructions/directions ● Provide assistance with organization of materials/notebooks 	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction ● Beyond Leveled activities: <ul style="list-style-type: none"> ○ Spelling Lists

<ul style="list-style-type: none"> ● Allow verbal rather than written assessments ● Providing texts in native language ● Preview content ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Provide cooperative and partner activities; monitor that they are participating 	<ul style="list-style-type: none"> ● Directions repeated, clarified, reworded or simplified ● Provide short breaks ● Fewer items per page ● Provide refocusing and redirection ● Allow extra time for task completion ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team/Special Education Teachers 	<ul style="list-style-type: none"> ○ Individualized reading comprehension activities ○ Individualized grammar activities ● Consult with G&T teacher
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Name of Course
<p>Unit 2: Animal Discovery The Big Idea: How do animals play a part in the world around us?</p>
<p>Time Allotted (days of instruction): 5 weeks plus one for review and assessment</p>
<p>New Jersey Student Learning Standards (NJSLS)</p>
<p>RF.2.3 - Know and apply grade-level phonics and word analysis in decoding words. RF.2.3a - Know spelling-sound correspondences for common vowel teams. RF.2.3d - Identify words with inconsistent but common spelling-sound correspondences. RF.2.3e - Recognize and read grade-appropriate irregularly spelled words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension. RF.2.4a - Read grade-level text with purpose and understanding. RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression. RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges using key details. RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>

<p>RL.2.10 - Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>
<p>RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 - Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p>
<p>W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>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.</p> <p>SL.2.1a - 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).</p> <p>SL.2.1b - Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1c - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>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.</p>
<p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1a - Use collective nouns (e.g., group).</p> <p>L.2.1b - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a - Capitalize holidays, product names, and geographic names.</p> <p>L.2.2c - Use an apostrophe to form contractions and frequently occurring possessives.</p>

- L.2.2d - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a - Compare formal and informal uses of English.
- L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do animals survive? ● What can animals in stories teach us? ● What are features of different animal habitats? ● How are offspring like their parents? ● What do we love about animals? 	<ul style="list-style-type: none"> ● SWBAT (students will be able to): <ul style="list-style-type: none"> ○ spell words with <i>short o</i> and <i>long o</i> (<i>o_e</i>) ○ understand and identify the characteristics of the Genre: Realistic Fiction ○ identify that a noun is a person, place, or thing ○ identify nouns in sentences ○ use commas in a series when writing ○ use the inflectional endings <i>-ed</i> and <i>-ing</i> to change the meaning of a root word ○ use the comprehension skill: make, confirm, and revise predictions ○ identify the story details: character, setting, plot, problem, and solution ○ read a text with good phrasing ○ identify the meaning of an unknown word by looking at its word parts ○ use comprehension skills to summarize stories ○ spell words with long <i>u</i> (<i>u_e</i>) 	<p><u>Word Work:</u></p> <ul style="list-style-type: none"> ● Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues (homonyms, homophones & compound words) ● Dictionary Skills – multiple meaning words, prefixes (re-, un-, & dis) and suffixes (-ful & -less) ● Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games <ul style="list-style-type: none"> ○ Week 1: Short /o/ o, Long //ō/ o_e ○ Week 2: Short /u/ u, Long /ū/ u_e ○ Week3:Softc&g ○ Week 4: Introduce, blend & build with consonant digraphs ch, tch, sh, ph, th, ng, and wh ○ Week 5: Introduce, blend & build with initial three-letter blends scr-, spr-, str-, thr-, spl-, and shr- <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ● Building theme comprehension through the discussion of prior knowledge ● Understand key characteristics of various genres of writing

	<ul style="list-style-type: none"> ○ understand and identify the characteristics of of the Genre: Fable ○ identify singular and plural nouns ○ identify the CVCe syllable in words ○ to make, confirm, and revise predictions ○ use good expression when reading a text ○ identify suffixes in words to help with their meanings ○ spell words with <i>soft c</i> and <i>soft g</i> ○ understand and identify the characteristics of the Genre: Narrative Nonfiction ○ identify common and proper nouns ○ use capital letters when writing proper nouns ○ use prefixes: <i>re-</i>, <i>un-</i>, and <i>dis-</i> to change the meaning of a root word ○ identify the main topic and key details in a story ○ spell words with consonant digraphs: <i>ch</i>, <i>tch</i>, <i>sh</i>, <i>ph</i>, <i>th</i>, <i>ng</i>, and <i>wh</i> ○ understand and identify the characteristics of the Genre: Expository Text ○ identify plural nouns in sentences ○ write abbreviations in the correct format ○ Use the suffixes: <i>-ful</i> and <i>-less</i> to help identify the meaning of unknown words ○ reread a story to help with comprehension ○ read a text with good pronunciation ○ identify the meaning of multiple-meaning words ○ spell words with three-letter blends: 	<ul style="list-style-type: none"> ○ Week 1: Literature - Realistic Fiction ○ Week 2: Literature - Fables ○ Week 3: Informational Text – Narrative Nonfiction ○ Week 4: Informational Text – Expository Text ○ Week 5: Poetry ● Write to thematic picture prompt ● Read selection (whole group) and generate questions. ● Visualize important story details ● Reread to aid with comprehension ● Discuss character, setting, & events ● Use main idea & details to summarize ● Make, confirm and revise predictions ● Ask and answer questions ● Read with proper expression, intonation, & phrasing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> ● Recognize types nouns (common, plural, proper, & possessive) ● Identify abbreviations ● Identify proper use of capitalization ● Utilize commas accurately in a series and in a friendly letter <p><u>Center Activities:</u> provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)</p> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> ● Student journal entries ● Write to thematic picture prompt ● Write an Expository Piece (e.g. about an animal or a habitat) ● Write a Friendly Letter ● Cloze activities ● Handwriting practice (e.g. poetry journals) <p><u>Enrichment Activities:</u></p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction
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	<p><i>scr, spr, str, thr, spl, and shr</i></p> <ul style="list-style-type: none"> ○ understand and identify the characteristics of the Genre: Poetry ○ use apostrophes correctly in possessive nouns ○ identify the two words in compound words ○ identify the key details in a poem ○ listen and identify the rhythm in a poem 	
Resources/Materials	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014 ● The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013 <p>Online Resources:</p> <ul style="list-style-type: none"> ● Connected Online Wonders site: http://www.connected.mcgraw-hill.com ● Language Arts NJSLA: https://www.nj.gov/education/cccs/2016/ela/ 	
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> ● 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. 	
21st Century Life and Careers	<p>Standard 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems 	
Technology Standards	<p>Standard 8.1 Computer Science:</p> <ul style="list-style-type: none"> ● 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. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 	
Diversity/Inclusion	<p>Recommended Additional Text:</p> <ul style="list-style-type: none"> ● <u>“How the Leopard Got His Claws”</u> by Chinua Achebe - Written by Nigerian author Chinua Achebe, Told in the tradition of fables, this story examines the potency and dangers of power taken by force and emphasizes the concepts of friendship and living together in harmony and peace ● Fables and Folktales from different cultures such as: <ul style="list-style-type: none"> ○ “The Ungrateful Tiger” (Folktale from Korea) ○ “The Tiger Finds a Teacher” (Folktale from China) ○ “The Fish That Were Too Clever” (Folktale from India) ○ “The Lion and the Jackal” (Folktale from South Africa) ○ “The Boastful Turtle” (Folktale from the Philippines) ○ “The Four Fox Cubs” (Folktale from Pakistan) 	

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Essential Question Discussions ● Observations ● Strategic Questioning ● Think-Pair-Share ● Classroom Polls ● Compare & Contrast ● K-W-L Charts ● Center Activities ● Worksheets/Homework ● Thumbs Up/Thumbs Down ● Whiteboard Responses 	<ul style="list-style-type: none"> ● Classwork/Homework ● Weekly Assessments ● Writing Samples ● Unit Tests 	<ul style="list-style-type: none"> ● DRA/Running Records ● Word Awareness Writing Activity ● San Diego Quick Assessment ● Projects ● Portfolio 	<ul style="list-style-type: none"> ● Journal Entries ● Presentations ● Projects ● Consult with G&T teacher

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Preferential seating ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/directions/representations ● Directions repeated, clarified, reworded or simplified ● Allow extra time ● Allow verbal rather than written assessments ● Providing texts in native language ● Preview content ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Provide cooperative and partner activities; monitor that they are participating 	<ul style="list-style-type: none"> ● Preferential seating ● Provide positive reinforcement ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide oral as well as written instructions/directions ● Provide assistance with organization of materials/notebooks ● Directions repeated, clarified, reworded or simplified ● Provide short breaks ● Fewer items per page ● Provide refocusing and redirection ● Allow extra time for task completion ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team/Special 	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction ● Beyond Leveled activities: <ul style="list-style-type: none"> ○ Spelling Lists ○ Individualized reading comprehension activities ○ Individualized grammar activities ● Consult with G&T teacher

Name of Course

Unit 3: Live and Learn

The Big Idea: What have you learned about the world that surprises you?

Time Allotted (days of instruction): 5 weeks plus one for review and assessment

New Jersey Student Learning Standards (NJSLS)

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

RF.2.3a - Know spelling-sound correspondences for common vowel teams.

RF.2.3b - Decode regularly spelled two-syllable words with long vowels.

RF.2.3c - Decode words with common prefixes and suffixes.

RF.2.3e - Recognize and read grade-appropriate irregularly spelled words.

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

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

RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression.

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

RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.10 - Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 - Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

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.2.1a - 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.2.1b - Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

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.

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

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

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

L.2.1f - 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).

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

L.2.2b - Use commas in greetings and closings of letters.

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

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

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

L.2.3a - Compare formal and informal uses of English.

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

L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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

L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.5 - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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

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).

Essential Questions	Student Learning Objectives	Activities

<ul style="list-style-type: none"> ● How do Earth’s forces affect us? ● What can we see in the sky? ● How can people help out in their community? ● How does weather affect us? ● How do you express yourself? 	<ul style="list-style-type: none"> ● SWBAT (students will be able to): <ul style="list-style-type: none"> ○ spell words with long <i>a</i> ○ understand and identify the characteristics of the Genre: Expository Text ○ identify the action verbs in sentences ○ write abbreviations of names and addresses ○ write and read the contractions with: ‘s, ‘re, ‘ll, ‘ve ○ reread text to gain understanding ○ identify the author’s purpose in text ○ identify main topic and key details in a story ○ use good intonation when reading ○ identify and use similes ○ separate a root word from its ending ○ spell words with long <i>i</i>: <i>i, y, igh, ie</i> ○ understand and identify the characteristics of the Genre: Fiction ○ identify present-tense verbs ○ identify and use commas in a series correctly ○ identify words with open syllables ○ sequence events in stories (First, Next, Then, Last, etc...) ○ use the problem and solution in a story to learn about the plot ○ use word parts to help understand the meaning of compound words ○ spell words with long <i>o</i>: <i>o, oa, ow, oe</i> ○ understand and identify the characteristics of the Genre: Narrative Nonfiction ○ identify past-tense verbs ○ properly punctuate letters ○ identify and write contractions with 	<p><u>Word Work:</u></p> <ul style="list-style-type: none"> ● Vocabulary: introduce words, discuss meanings and play games with emphasis on contractions and on root words and inflected verbs ● Thesaurus Skills – antonyms ● Skills: comparatives/superlative, similes & compound words ● Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech) <ul style="list-style-type: none"> ○ Week 1: Long /ā/ a, ai, ay, ea, eigh, ei, ey ○ Week 2: Long /ī/ i, igh, ie & y ○ Week 3: Long /ō/ o, oa, ow, oe ○ Week 4: Long /ē/ e, ee, ea, ey, y, ie, e_e ○ Week 5: Long /ū/ u, u_e, ew, ue <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ● Building theme comprehension through the discussion of prior knowledge ● Write to thematic picture prompt ● Read selection (whole and guided reading group) and generate questions ● Understand key characteristics of various genres of writing <ul style="list-style-type: none"> ○ Week 1: Informational Text – Expository Text ○ Week 2: Literature - Fiction ○ Week 3: Informational Text – Narrative Nonfiction ○ Week 4: Informational Text – Expository Text ○ Week 5: Informational Text – Expository Text ● Identify Author’s Purpose ● Monitor comprehension by adjusting reading rate and rereading ● Ask and answer questions ● Read with proper expression, intonation, & phrasing ● Use main idea & key details to summarize ● Read with proper expression, intonation, & phrasing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> ● Recognize verbs (present & past tense) ● Employ proper use of subject-verb agreement
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	<p><i>not</i> correctly</p> <ul style="list-style-type: none"> ○ use the comprehension strategy: ask and answer questions to help understand a story ○ identify future-tense verbs ○ read a text with good expression ○ replace unknown words with synonyms ○ spell words with long <i>e</i> ○ identify and use the verb <i>have</i> ○ properly write book titles ○ write the plural of words correctly using <i>-s</i> and <i>-es</i> ○ read a text with good phrasing ○ use antonyms to help understand a text ○ spell words with long <i>u</i>: <i>u_e, ew, ue, u</i> ○ combine and rearrange sentences ○ use correct punctuation in sentences ○ use comparative endings: <i>-er</i> and <i>-est</i> ○ use good pronunciation when reading ○ use prefixes to help with understanding 	<ul style="list-style-type: none"> ● Identify abbreviations ● Identify proper use of punctuation ● Utilize capitalization accurately in book titles o Combine and rearrange sentences <p><u>Center Activities:</u> provide independent learning activities to reinforce skills/concepts taught</p> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> ● Student journal entries ● Write to thematic picture prompt ● Persuasive writing: poster, ad & letter ● Write a Narrative Piece ● Cloze activities ● Handwriting practice (e.g. poetry journals) <p><u>Enrichment Activities:</u></p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase ● quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction
Resources/Materials	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014 ● The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013 <p>Online Resources:</p> <ul style="list-style-type: none"> ● Connected Online Wonders site: http://www.connected.mcgraw-hill.com ● Language Arts NJSLA: https://www.nj.gov/education/cccs/2016/ela/ 	
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> ● 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ● 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 	

	<p>Social Studies:</p> <ul style="list-style-type: none"> 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 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.
21st Century Life and Careers	<p>Standard 9.1 Personal Financial Literacy</p> <ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. <p>Standard 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CT.3: Use a variety of types of thinking to solve problems
Technology Standards	<p>Standard 8.1 Computer Science:</p> <ul style="list-style-type: none"> 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. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
Diversity/Inclusion	<p>Included in the Wonders Program:</p> <ul style="list-style-type: none"> <u>“Biblioburro: A True Story from Columbia”</u> by Jeanette Winter - a story from Columbia about a man’s journey to bring literature to children in villages that did not have access to books. <p>Recommended Additional Text:</p> <ul style="list-style-type: none"> <u>“Mae Among the Stars”</u> by Roda Ahmed - Written by Norwegian author Roda Ahmed, a picture book inspired by the life of the first African American woman to travel in space, Mae Jemison.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Exit Slips Essential Question Discussions Observations Strategic Questioning Think-Pair-Share Classroom Polls Compare & Contrast K-W-L Charts Center Activities Worksheets/Homework Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> Classwork/Homework Weekly Assessments Writing Samples Unit Tests 	<ul style="list-style-type: none"> DRA/Running Records Word Awareness Writing Activity San Diego Quick Assessment Projects Portfolio 	<ul style="list-style-type: none"> Journal Entries Presentations Projects Consult with G&T teacher

● Whiteboard Responses			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Preferential seating ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/directions/representations ● Directions repeated, clarified, reworded or simplified ● Allow extra time ● Allow verbal rather than written assessments ● Providing texts in native language ● Preview content ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Provide cooperative and partner activities; monitor that they are participating 	<ul style="list-style-type: none"> ● Preferential seating ● Provide positive reinforcement ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide oral as well as written instructions/directions ● Provide assistance with organization of materials/notebooks ● Directions repeated, clarified, reworded or simplified ● Provide short breaks ● Fewer items per page ● Provide refocusing and redirection ● Allow extra time for task completion ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team/Special Education Teachers 	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction ● Beyond Leveled activities: <ul style="list-style-type: none"> ○ Spelling Lists ○ Individualized reading comprehension activities ○ Individualized grammar activities ● Consult with G&T teacher

Name of Course
Unit 4: Unit 4: Our Life, Our World The Big Idea: How do different environments make the world an interesting place?
Time Allotted (days of instruction): 5 weeks plus one for review and assessment
New Jersey Student Learning Standards (NJSLS)
RF.2.3 - Know and apply grade-level phonics and word analysis in decoding words. RF.2.3b - Decode regularly spelled two-syllable words with long vowels. RF.2.3d - Decode regularly spelled two-syllable words with long vowels. RF.2.3e - Recognize and read grade-appropriate irregularly spelled words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

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

RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression.

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

RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

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.2.1a - 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.2.1b - Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

- L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.2.1b - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 L.2.1d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.2.2a - Capitalize holidays, product names, and geographic names.
 L.2.2c - Use an apostrophe to form contractions and frequently occurring possessives.
 L.2.2d - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.2.3a - Compare formal and informal uses of English.
 L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
 L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 L.2.5 - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 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).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What makes different parts of the world different? ● How does the Earth change? ● How are kids around the world different? ● How can we understand nature? ● What excites us about nature? 	<ul style="list-style-type: none"> ● SWBAT (students will be able to): <ul style="list-style-type: none"> ○ spell words with silent letters: <i>wr, kn, gn, mb, & sc</i> ○ identify linking verbs and use them in a sentence ○ capitalize proper nouns ○ identify prefixes and suffixes ○ describe key ideas or details from a story ○ use the reread strategy to further comprehension ○ compare and contrast things in a story ○ use one idea or topic when writing 	<p><u>Word Work:</u></p> <ul style="list-style-type: none"> ● Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues and word parts (inflected verbs, plural nouns and compound words) ● Skills: repetition and similes in poems ● Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech) <ul style="list-style-type: none"> ○ Week 1: Introduce, blend & build with silent letters <i>wr, kn, gn, mb, & sc</i> ○ Week 2: Introduce, blend & build with r-controlled vowels /<i>ûr/er, ir, ur, or</i>

	<ul style="list-style-type: none"> ○ identify the meaning of compound words ○ use correct pronunciation when reading for fluency ○ spell words with <i>er, ir, ur, and or</i> ○ identify helping verbs and use them in a sentence ○ use quotation marks in a sentence ○ use inflectional endings to make new words ○ use the reading strategy: cause and effect ○ use the writing strategy: word choice ○ use proper phrasing when reading for fluency ○ spell words with <i>or, ore, oar, and ar</i> ○ use the irregular verbs <i>go & do</i> ○ write book titles correctly ○ use their voice when writing with feelings ○ understand and identify the characteristics of the Genre: Expository Text ○ understand and identify the characteristics of the Genre: Realistic Fiction ○ understand and identify the characteristics of the Genre: Folktale and Drama ○ understand and identify the characteristics of the Genre: Free Verse Poetry ○ use the reading strategy: Visualize ○ identify and use irregular plurals ○ use the sequence strategy to understand a story ○ identify similes in stories ○ identify multiple-meaning words ○ spell words with <i>eer, ere, and ear</i> 	<ul style="list-style-type: none"> ○ Week 3: Introduce, blend & build with r-controlled vowels /<i>ôr/or, ore, oar</i> and /<i>âr/ar</i> ○ Week 4: Introduce, blend & build with r-controlled vowels /<i>îr/eer, ere, & ear</i> ○ Week 5: Introduce, blend & build with r-controlled vowels /<i>âr/ are, air, ear, & ere</i> <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ● Building theme comprehension through the discussion of prior knowledge ● Write to thematic picture prompt ● Read selection (whole and guided reading group) and generate questions ● Understand key characteristics of various genres of writing <ul style="list-style-type: none"> ○ Week 1: Informational Text – Expository Text ○ Week 2: Informational Text – Expository Text ○ Week 3: Literature - Realistic Fiction ○ Week 4: Literature - Folktale/Drama ○ Week 5: Poetry/Free Verse ● Monitor comprehension by adjusting reading rate and rereading o Identify cause and effect ● Visualize important story details ● Make and confirm predictions ● Compare and Contrast ● Read with proper expression, intonation, & phrasing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> ● Recognize verbs (linking and helping) ● Employ proper use of subject-verb agreement ● Identify and formulate irregular past tense verbs ● Identify proper use of punctuation (in a letter & quotation marks) o Utilize capitalization accurately in book titles <p><u>Center Activities:</u> provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)</p> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> ● Student journal entries ● Write to thematic picture prompt ● Compare and Contrast paragraph: types of habitats, locations etc.
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	<ul style="list-style-type: none"> ○ to use irregular verbs <i>come, run, and hide</i> ○ properly punctuate letters ○ write abbreviations correctly ○ use the writing strategy: Ideas ○ identify the theme when reading a story ○ compare & contrast the plot of a story ○ read a text with expression ○ identify the meaning of unknown words by using the meaning of the root word ○ know the meanings of given suffixes ○ spell words with <i>are, air, ear, and ere</i> ○ identify and write contractions ○ identify the number of syllables in r-controlled vowel words ○ pay attention to phrasing when reading ○ find the use of repetition in given poems ○ find similes in poems 	<ul style="list-style-type: none"> ● Expository writing: animal report ● Biography ● Cloze activities ● Handwriting practice (e.g. poetry journals) <p><u>Enrichment Activities:</u></p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction
Resources/Materials	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014 ● The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013 <p>Online Resources:</p> <ul style="list-style-type: none"> ● Connected Online Wonders site: http://www.connected.mcgraw-hill.com ● Language Arts NJSLA: https://www.nj.gov/education/cccs/2016/ela/ 	
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> ● 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ● 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. ● 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid ● 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. <p>Social Studies:</p>	

	<ul style="list-style-type: none"> 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 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.
21st Century Life and Careers	<p>Standard 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Technology Standards	<p>Standard 8.1 Computer Science:</p> <ul style="list-style-type: none"> 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. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
Diversity/Inclusion	<p>Included in the Wonders Program:</p> <ul style="list-style-type: none"> <u>My New School</u> - story about a girl who has moved to another country and has started school there; compares and contrasts the school experience in different countries and cultures. <u>Happy New Year</u> - a story that tells how a girl celebrates the same holiday in both the United States and in China, to discover the similarities and differences in how cultures celebrate. <u>Dear Primo, A Letter to my Cousin</u> by Duncan Tonatiuh - Written by Mexican author and illustrator Duncan Tonatiuh, the story of two cousins, one in America and one in Mexico, and how their daily lives are different yet similar. <u>Games Around the World</u> - an expository text about different games that children play in different cultures around the world. <p>Recommended Additional Text:</p> <ul style="list-style-type: none"> <u>Same, Same, but Different</u> by Jenny Sue Kostecki-Shaw - This story shows how two boys living oceans apart, one in America and one in India, can be the best of friends. By exchanging letters and pictures, they learn that their worlds might look different, but they are actually similar.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Exit Slips Essential Question Discussions Observations Strategic Questioning Think-Pair-Share Classroom Polls 	<ul style="list-style-type: none"> Classwork/Homework Weekly Assessments Writing Samples Unit Tests 	<ul style="list-style-type: none"> DRA/Running Records Word Awareness Writing Activity San Diego Quick Assessment Projects Portfolio 	<ul style="list-style-type: none"> Journal Entries Presentations Projects Consult with G&T teacher

<ul style="list-style-type: none"> ● Compare & Contrast ● K-W-L Charts ● Center Activities ● Worksheets/Homework ● Thumbs Up/Thumbs Down ● Whiteboard Responses 			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Preferential seating ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/directions/representations ● Directions repeated, clarified, reworded or simplified ● Allow extra time ● Allow verbal rather than written assessments ● Providing texts in native language ● Preview content ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Provide cooperative and partner activities; monitor that they are participating 	<ul style="list-style-type: none"> ● Preferential seating ● Provide positive reinforcement ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide oral as well as written instructions/directions ● Provide assistance with organization of materials/notebooks ● Directions repeated, clarified, reworded or simplified ● Provide short breaks ● Fewer items per page ● Provide refocusing and redirection ● Allow extra time for task completion ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team/Special Education Teachers 	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction ● Beyond Leveled activities: <ul style="list-style-type: none"> ○ Spelling Lists ○ Individualized reading comprehension activities ○ Individualized grammar activities ● Consult with G&T teacher

Name of Course
Unit 5: Unit 5: Let's Make a Difference The Big Idea: How can people make a difference?
Time Allotted (days of instruction): 5 weeks plus one for review and assessment
New Jersey Student Learning Standards (NJSLS)

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

RF.2.3a - Know spelling-sound correspondences for common vowel teams.

RF.2.3b - Decode regularly spelled two-syllable words with long vowels.

RF.2.3c - Decode words with common prefixes and suffixes.

RF.2.3d - Decode regularly spelled two-syllable words with long vowels.

RF.2.3e - Recognize and read grade-appropriate irregularly spelled words.

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

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

RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression.

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

RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 - Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 - Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

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.2.1a - 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.2.1b - Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

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

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

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

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

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

L.2.2a - Capitalize holidays, product names, and geographic names.

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

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

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

L.2.3a - Compare formal and informal uses of English.

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

L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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

L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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

L.2.5 - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What do good citizens do? ● How do people get along? ● What do heroes do? ● How can we protect Earth? ● Why are rules important? 	<ul style="list-style-type: none"> ● SWBAT (students will be able to): <ul style="list-style-type: none"> ○ spell words with diphthongs <i>ou</i>, <i>ow</i>, <i>oy</i>, and <i>oi</i> ○ use pronouns to replace given nouns ○ use quotation marks in a sentence ○ make irregular plurals 	<p><u>Word Work:</u></p> <ul style="list-style-type: none"> ● Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues and word parts (possessives, inflected endings, homophones and compound words) ● Skills: suffixes and idioms ● Phonics Instruction: sound manipulation, generating

	<ul style="list-style-type: none"> ○ summarize what that have read ○ identify the character’s point of view in a story ○ revise ideas in writing by adding details ○ read a text with correct intonation ○ understand and identify the characteristics of the Genre: Realistic Fiction ○ determine the meaning of words by looking at word parts (suffixes) ○ identify the two words that make up a compound word ○ use the pronouns: <i>I, me, we, and us</i> ○ capitalize the pronoun <i>I</i> ○ use the sentence fluency trait when writing ○ identify the syllables <i>-le, -el, and -al</i> in words ○ use <i>-self</i> and <i>-selves</i> with some pronouns ○ identify the theme when reading a story ○ read a text with expression to show feelings and emotions ○ understand and identify the characteristics of the Genre: Fiction ○ understand and identify how to use idioms ○ spell words with the <i>variant vowel sound (u): oo, u, ew, ue, ui, and ou.</i> ○ identify and write possessive pronouns ○ capitalize proper nouns ○ use the writing trait: Organization ○ write the contractions with <i>not</i> ○ sequence ideas in a story to make connections within a text ○ identify the author’s purpose in a story 	<p>word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech)</p> <ul style="list-style-type: none"> ○ Week 1: Introduce, blend & build with diphthong /ou/ow, ou ○ Week 2: Introduce, blend & build with diphthong /oi/oi, oy ○ Week 3: Introduce, blend & build with variant vowel /ü/ oo, u, u_e, ew, ue, & ui; and /û/ oo, ou, & u ○ Week 4: Introduce, blend & build with variant vowel /ô/:a, aw, au, augh, al, & ough ○ Week 5: Introduce, blend & build with short vowel digraphs /e/ ea; /u/ ou; & /i/ y <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ● Building theme comprehension through the discussion of prior knowledge ● Write to thematic picture prompt ● Read selection (whole and guided reading group) and generate questions ● Understand key characteristics of various genres of writing <ul style="list-style-type: none"> ○ Week 1: Literature - Realistic Fiction ○ Week 2: Literature - Fiction ○ Week 3: Informational Text – Biography ○ Week 4: Literature - Fiction ○ Week 5: Informational Text – Expository Text ● Identify Point of View ● Demonstrate comprehension using cause & effect ● Identify Plot: Problems and Solutions ● Recalling sequence of events ● Identify author’s purpose ● Make, confirm and revise predictions ● Use main idea & details to summarize ● Read with proper expression, intonation, & phrasing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> ● Recognize and employ proper use of pronouns (I, me, we, us, possessive pronouns) ● Make present tense verbs agree with subject pronouns ○ Construct contractions with pronouns
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	<ul style="list-style-type: none"> ○ use the correct phrasing when reading ○ understand and identify the characteristics of the Genre: Biography ○ identify synonyms for given words ○ spell words with the <i>variant vowel sound o: all, aw, au, a, and ou</i> ○ identify and write contractions with possessive pronouns ○ use the writing strategy: word choice ○ identify the plot as the problem and solution in a story ○ read a text with correct intonation ○ identify homophones and understand their meanings ○ spell words with <i>short vowel digraphs: ea, ou, and y</i> ○ identify and make pronoun-verb agreements ○ properly write book titles ○ to use the writing trait: voice ○ alphabetize words to the second letters ○ make, confirm, and revise predictions ○ use cause and effect to comprehend a story ○ use correct pronunciation when reading ○ understand and identify the characteristics of the Genre: Expository Text ○ identify and use multiple-meaning words 	<ul style="list-style-type: none"> ● Utilize capitalization accurately in book titles <p><u>Center Activities:</u> provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)</p> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> ● Student journal entries ● Write to thematic picture prompt ● Narrative Piece ● Fictional Dialogue ● Cloze activities ● Handwriting practice (e.g. poetry journals) <p><u>Enrichment Activities:</u></p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction
<p>Resources/Materials</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014 ● The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013 	

	<p>Online Resources:</p> <ul style="list-style-type: none"> ● Connected Online Wonders site: http://www.connected.mcgraw-hill.com ● Language Arts NJSLA: https://www.nj.gov/education/cccs/2016/ela/
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> ● 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. ● K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. <p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
21st Century Life and Careers	<p>Standard 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems
Technology Standards	<p>Standard 8.1 Computer Science:</p> <ul style="list-style-type: none"> ● 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. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
Diversity/Inclusion	<p>Included in the Wonders Program:</p> <ul style="list-style-type: none"> ● <u>"A Boy Named Martin"</u> - historical fiction read aloud that tells about a real man named Martin Luther King Jr. ● <u>"Grace for President"</u> by Kelly DiPucchio - in this story a young African American little girl learns that there has never been a woman president and decides that she will run for class president. ● <u>"A Hero On and Off Skis"</u> - a story of a woman overcoming a physical handicap to become a champion skier. ● <u>"César Chávez"</u> - the biography of an Hispanic American labor leader who organized the first effective union of farm workers so that immigrant and migrant workers would receive fair and equal treatment. ● <u>"Brave Bessie"</u> by Eric Velasquez - the story of Bessie Coleman who made important contributions as

an African American and as a woman. At a time when few women were pilots, Bessie was a pioneer. Bessie broke barriers and remains a hero today for being the first African American woman to receive her pilot's license.

Recommended Additional Text:

- “The Power of One” by Mike Curato - One small act of kindness can change the world, which not only conveys a message of kindness, it offers concrete steps that kids can take to make a difference in their own communities.
- “Six Dots: A Story of Young Louis Braille” by Jen Bryant - a story of Louis Braille who was frustrated by the lack of books for people with visual impairments, and began his mission to develop an accessible reading system by modifying a military coding technique.
- “Grandad Mandela” by Zindzi Mandela - picture book that tells the story of Nelson Mandela who was a freedom fighter who put down his weapons for the sake of peace, and who then became the President of South Africa and a Nobel Peace Prize winner.
- “Little Leaders: Bold Women in Black History” By Vashti Harrison - Meet 40 trailblazing women who broke barriers of race and gender to pave the way for future generations.
- “Hidden Figures: The True Story of Four Black Women and the Space Race” By Margot Lee Shetterly - the story of four African American women who participated in some of NASA’s greatest successes. They provided the calculations for America’s first journeys into space. They did this at a time when being black and a woman limited their options.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Essential Question Discussions ● Observations ● Strategic Questioning ● Think-Pair-Share ● Classroom Polls ● Compare & Contrast ● K-W-L Charts ● Center Activities ● Worksheets/Homework ● Thumbs Up/Thumbs Down ● Whiteboard Responses 	<ul style="list-style-type: none"> ● Classwork/Homework ● Weekly Assessments ● Writing Samples ● Unit Tests 	<ul style="list-style-type: none"> ● DRA/Running Records ● Word Awareness Writing Activity ● San Diego Quick Assessment ● Projects ● Portfolio 	<ul style="list-style-type: none"> ● Journal Entries ● Presentations ● Projects ● Consult with G&T teacher

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Preferential seating ● Provide small group instruction 	<ul style="list-style-type: none"> ● Preferential seating ● Provide positive reinforcement 	Enrichment Activities: <ul style="list-style-type: none"> ● Adjust requirements for completion of center

<ul style="list-style-type: none"> ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/directions/representations ● Directions repeated, clarified, reworded or simplified ● Allow extra time ● Allow verbal rather than written assessments ● Providing texts in native language ● Preview content ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Provide cooperative and partner activities; monitor that they are participating 	<ul style="list-style-type: none"> ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide oral as well as written instructions/directions ● Provide assistance with organization of materials/notebooks ● Directions repeated, clarified, reworded or simplified ● Provide short breaks ● Fewer items per page ● Provide refocusing and redirection ● Allow extra time for task completion ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team/Special Education Teachers 	<p>activities (e.g. increase quantity of required responses)</p> <ul style="list-style-type: none"> ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction ● Beyond Leveled activities: <ul style="list-style-type: none"> ○ Spelling Lists ○ Individualized reading comprehension activities ○ Individualized grammar activities ● Consult with G&T teacher
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Name of Course
Unit 6: Unit 6: How on Earth The Big Idea: What keeps our world working?
Time Allotted (days of instruction): 5 weeks plus one for review and assessment
New Jersey Student Learning Standards (NJSLS)
RF.2.3 - Know and apply grade-level phonics and word analysis in decoding words.
RF.2.3b - Decode regularly spelled two-syllable words with long vowels.
RF.2.3c - Decode words with common prefixes and suffixes.
RF.2.3d - Decode regularly spelled two-syllable words with long vowels.
RF.2.3e - Recognize and read grade-appropriate irregularly spelled words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a - Read grade-level text with purpose and understanding.
RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

<p>RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10 - Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>
<p>RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 - Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 - Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p>
<p>W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>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.</p> <p>SL.2.1a - 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).</p> <p>SL.2.1b - Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1c - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>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.</p>
<p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1c - Use reflexive pronouns(e.g.,myself,ourselves).</p> <p>L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>

- L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a - Capitalize holidays, product names, and geographic names.
- L.2.2c - Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a - Compare formal and informal uses of English.
- L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.2.5 - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What do myths help us understand about plants? ● How do we use energy? ● Why is teamwork important? ● How do we use money? ● Where can your imagination take you? 	<ul style="list-style-type: none"> ● SWBAT (students will be able to): <ul style="list-style-type: none"> ○ spell words with open and closed syllables ○ understand and identify the characteristics of the Genre: Myths ○ to identify adjectives in sentences ○ use commas in a series when writing sentences ○ identify compound words ○ use the reading strategy: reread to understand text ○ identify the theme of a story ○ identify the character’s point of view ○ read a text with expression ○ use context clues while reading ○ identify similes ○ spell words with CVCe syllables ○ understand and identify the characteristics of the Genre: 	<p><u>Word Work:</u></p> <ul style="list-style-type: none"> ● Vocabulary: introduce words, discuss meanings and play games with emphasis on context clues and word parts (Greek and Latin roots, inflected verbs, suffixes and multiple meanings words) ○ Skills: similes, metaphors, synonyms & antonyms ● Phonics Instruction: sound manipulation, generating word lists, identifying rhymes (word families), building words, spelling pre and post test, play computer/SMART Board games (21st Century Tech) <ul style="list-style-type: none"> ○ Week 1: Closed & Opened Syllables ○ Week 2: CVCe Syllables ○ Week 3: Consonant + le (el, al) Syllables ○ Week 4: Vowel Team Syllables ○ Week 5: R-controlled vowel Syllables <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ● Building theme comprehension through the discussion of prior knowledge ● Write to thematic picture prompt ● Read selection (whole and guided reading group) and

	<p>Expository Texts</p> <ul style="list-style-type: none"> ○ identify the articles <i>this, that, these, and those</i> ○ write names and titles correctly ○ identify prefixes and suffixes ○ identify the author's purpose ○ use cause and effect to understand a text ○ use good intonation when reading a text ○ use paragraph clues to figure out the meaning of new words ○ identify and write synonyms and antonyms ○ spell words with consonant <i>+le</i> syllables ○ identify comparative adjectives by adding <i>-er</i> and <i>-est</i> ○ use apostrophes with possessive nouns ○ identify contractions and possessives ○ summarize when reading ○ identify the main idea and key details of a text ○ use sequence to understand connections within a text ○ use correct pronunciation when reading ○ learn that many root words come from the Greek and Latin languages ○ spell words with vowel team syllables ○ identify adverbs and prepositional phrases ○ capitalize proper nouns ○ to identify the problem and solution in a story ○ spell words with <i>r-controlled</i> vowel syllables 	<p>generate questions</p> <ul style="list-style-type: none"> ● Understand key characteristics of various genres of writing <ul style="list-style-type: none"> ○ Week 1: Literature - Myth ○ Week 2: Informational Text – Expository Text ○ Week 3: Informational Text – Expository Text ○ Week 4: Informational Text – Expository Text ○ Week 5: Poetry: Rhyming Poem ● Use main idea & details to summarize o Identify theme ● Draw conclusions ● Identify Point of View ● Identify author's purpose ● Monitor comprehension by adjusting reading rate and rereading o Read with proper expression, intonation, & phrasing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> ● Recognize and employ proper use of articles an & a and this, that, these & those ● Utilize adjectives: (that tell what kind, how many and that compare & contrast) ● Utilize adverbs and prepositional phrases ● Utilize proper capitalization and punctuation <p><u>Center Activities:</u> provide independent learning activities to reinforce skills/concepts taught (21st Century Tech)</p> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> ● Student journal entries ● Write to thematic picture prompt ● Poem ● Friendly letter (Buddy Letters) ● Cloze activities ● Handwriting practice (e.g. poetry journals) <p><u>Enrichment Activities:</u></p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction
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	<ul style="list-style-type: none"> ○ understand and identify the characteristics of the Genre: Poetry ○ identify adjectives and adverbs ○ punctuate sentences correctly ○ read words with three or more syllables ○ identify the theme of given poems ○ use good expression when reading ○ use metaphors when writing poetry 	
Resources/Materials	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders: CCSS Reading/Language Arts Program, The McGraw-Hill Companies, 2014 ● The Essential Guide to Grade 2 Writing: Teaching students to write with confidence and read with purpose, Empowering Writers, 2013 <p>Online Resources:</p> <ul style="list-style-type: none"> ● Connected Online Wonders site: http://www.connected.mcgraw-hill.com ● Language Arts NJSLA: https://www.nj.gov/education/cccs/2016/ela/ 	
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> ● 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. <p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). 	
21st Century Life and Careers	<p>Standard 9.1 Personal Financial Literacy</p> <ul style="list-style-type: none"> ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). <p>Standard 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems 	
Technology Standards	<p>Standard 8.1 Computer Science:</p> <ul style="list-style-type: none"> ● 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. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 	
Diversity/Inclusion	<p>Recommended Additional Text:</p> <ul style="list-style-type: none"> ● <u>"Around the World in Eighty Poems"</u> by James Berry - poetry from 50 different countries, multicultural poetry book for children that celebrates the richness of our world's cultures 	

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Essential Question Discussions ● Observations ● Strategic Questioning ● Think-Pair-Share ● Classroom Polls ● Compare & Contrast ● K-W-L Charts ● Center Activities ● Worksheets/Homework ● Thumbs Up/Thumbs Down ● Whiteboard Responses 	<ul style="list-style-type: none"> ● Classwork/Homework ● Weekly Assessments ● Writing Samples ● Unit Tests 	<ul style="list-style-type: none"> ● DRA/Running Records ● Word Awareness Writing Activity ● San Diego Quick Assessment ● Projects ● Portfolio 	<ul style="list-style-type: none"> ● Journal Entries ● Presentations ● Projects ● Consult with G&T teacher

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Preferential seating ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/directions/representations ● Directions repeated, clarified, reworded or simplified ● Allow extra time ● Allow verbal rather than written assessments ● Providing texts in native language ● Preview content ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Provide cooperative and partner activities; monitor that they are participating 	<ul style="list-style-type: none"> ● Preferential seating ● Provide positive reinforcement ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide oral as well as written instructions/directions ● Provide assistance with organization of materials/notebooks ● Directions repeated, clarified, reworded or simplified ● Provide short breaks ● Fewer items per page ● Provide refocusing and redirection ● Allow extra time for task completion ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team/Special 	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> ● Adjust requirements for completion of center activities (e.g. increase quantity of required responses) ● Level of Guided Reading Materials ● Higher leveled reading activities in small group instruction ● Beyond Leveled activities: <ul style="list-style-type: none"> ○ Spelling Lists ○ Individualized reading comprehension activities ○ Individualized grammar activities ● Consult with G&T teacher

	Education Teachers	
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