

# BELVIDERE CLUSTER CURRICULUM MAP

**SUBJECT: English Language Arts**

**GRADE: 2**

PACING-->	UNIT #1 4 Weeks (September)	UNIT #2 4 Weeks (October)	UNIT #3 8 Weeks (November/December)	UNIT #4 4 Weeks (January)
<b>TOPIC/THEME AND OBJECTIVES</b>	<p><b>Building a Community of Readers and Authors</b></p> <ul style="list-style-type: none"> <li>Describe how the beginning of a story introduces the story and the ending concludes the action.</li> <li>Describe the structure of a story including a description of the introduction and closing action.</li> <li>Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.</li> <li>Sight-read grade level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression.</li> <li>Read grade-level text with purpose and understanding.</li> <li>Develop textual connections and meaning through book discussions, and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in group setting.</li> <li>Take turns responding to grade 2 topics and text in small group discussions, and when appropriate respond to comments provided by peers.</li> <li>Ask for additional information from peers when responding to a read text.</li> <li>Respond one at a time to topics of discussion regarding</li> </ul>	<p><b>Understanding Realistic Fiction and Writing Stories</b></p> <ul style="list-style-type: none"> <li>Answer questions such as who, what, where, when and how about key details in a text.</li> <li>Write a description of characters, setting or plot using information from illustrations and key words from the text.</li> <li>Read and comprehend literature including realistic fiction, with scaffolding as needed.</li> <li>Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.</li> <li>Read on-level text with purpose and understanding.</li> <li>Apply the writing process to develop a fictional narrative, using learned spelling patterns, and simple and compound sentences.</li> <li>Participate in small groups following agreed upon rules using complete sentences.</li> <li>Analyze individuals, events, and ideas in a text.</li> <li>Participate effectively in a range of conversations and collaborations with multiple peers.</li> <li>Write narratives to develop real or imagined experiences or events.</li> </ul>	<p><b>Reading for Information and Information Writing</b></p> <ul style="list-style-type: none"> <li>Read grade level text orally with accuracy, appropriate rate and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>Determine the meaning of words and phrases in a text relevant to a grade 2 topic.</li> <li>Know and use various text features to locate key facts or information in a text efficiently.</li> <li>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>Explain how specific images contribute to and clarify a text.</li> <li>Compare and contrast the most important points presented by two texts on the same topic.</li> <li>By the end of the year, read and comprehend informational</li> </ul>	<p><b>Understanding Characters and Plot and Writing about Literature:</b></p> <ul style="list-style-type: none"> <li>Describe how characters in a story respond to major events and challenges.</li> <li>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>Decode words with common prefixes and suffixes.</li> <li>Read grade level appropriate text with purpose and understanding.</li> <li>Read grade level text orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that</li> </ul>

	<p>a read text and ask for additional information from peers as needed.</p> <ul style="list-style-type: none"> <li>• Apply the writing process to develop a narrative that includes an event or a series of events, including details describing actions, thoughts and feelings and a concluding statement.</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions.</li> </ul>	<p>texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> <li>• Read grade level text with purpose and understanding.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Write informative/explanatory texts in which a topic is introduced, facts and definitions are used to develop points and a concluding statement or section is provided.</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen the writing as needed by revising and editing.</li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• Ask for clarification and further explanations as needed about the topics and texts under discussion.</li> <li>• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• 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.</li> <li>• Use collective nouns.</li> </ul>	<p>support the opinion, use linking words to connect opinion and reasons and provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>• Follow agreed upon rules for discussion.</li> <li>• Build on others' talk in conversations by linking their comments to remarks of others.</li> <li>• 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.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words.</li> <li>• Use and apostrophe to form contractions and frequently occurring possessives.t, provide additional details.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Form and use frequently occurring irregular plural nouns.</li> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Generalize learned spelling patterns when writing words.</li> <li>• Use sentence-level context as a clue to the meaning of a word.</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.</li> <li>• Consult reference materials to check correct spelling.</li> </ul>	
<p><b>ESSENTIAL QUESTIONS &amp; ENDURING UNDERSTANDINGS</b></p>	<ul style="list-style-type: none"> <li>• How do readers find appropriate text?</li> <li>• What do effective readers do when the text doesn't make sense?</li> <li>• What do effective readers look like and sound like?</li> <li>• How do authors express their thoughts and feelings?</li> <li>• Where do authors get their ideas from?</li> <li>• How do effective speakers express their thoughts and feelings?</li> <li>• What makes a listener effective and why does it matter?</li> <li>• Students view themselves as valued readers, authors and members of a community.</li> <li>• Students use classroom rituals and routines to work independently and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies do readers use to understand the story?</li> <li>• What does the story mean to me?</li> <li>• How do authors develop their stories?</li> <li>• How do you use personal experiences to express and write stories?</li> <li>• How can I improve my writing?</li> <li>• Readers use a variety of strategies to comprehend texts and cultivate personal, meaningful responses.</li> <li>• Authors plan and develop stories that make sense and end with solutions to problems.</li> <li>• Authors use a variety of strategies to elaborate and enhance their work.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers make sense of informational text?</li> <li>• What do readers do when they do not understand what they are reading?</li> <li>• Why do readers need to pay attention to the words the author is using?</li> <li>• How do authors develop a well written informational piece?</li> <li>• Why do we follow rules of language?</li> <li>• Readers use a variety of strategies to comprehend text and unfamiliar words.</li> <li>• Effective authors use the strategies, traits, and forms they need that fit their audience and purpose best.</li> </ul>	<ul style="list-style-type: none"> <li>• How does understanding the character help a student write more effectively about a story?</li> <li>• How do authors justify, discuss, and form ideas and opinions about literature?</li> <li>• How do authors communicate thinking about literature through letter writing?</li> <li>• Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.</li> <li>• Expert readers know it is important to attend to specific aspects of a story.</li> </ul>

STANDARDS	Reading Literature (RL)	Reading (R)	Reading (R)	Reading (R)
	<p>NJSLSA.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJSLSA.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>NJSLSA.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.RF.2.4.A Read on-level text with purpose and understanding.</p> <p><b>Writing (W)</b></p> <p>NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.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</p>	<p>NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>Speaking and Listening (SL)</b></p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Reading Literature (RL)</b></p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p><b><u>NJSLSA.RL.2.10</u></b> <b><u>By the end of the year, read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</u></b></p>	<p>NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Speaking and Listening (SL)</b></p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Reading Literature (RL)</b></p> <p><b><u>NJSLSA.RL.2.3</u></b> <b><u>Describe how characters in a story respond to major events and challenges using key details.</u></b></p> <p>NJSLSA.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>NJSLSA.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>NJSLSA.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.</p> <p><b><u>NJSLSA.RL.2.10</u></b> <b><u>By the end of the year, read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p>

	<p>event order, and provide a sense of closure.</p> <p><b>Speaking and Listening (SL)</b></p> <p>NJLSLA.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><b><u>NJLSLA.SL.2.1.A</u></b> <b><u>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).</u></b></p> <p><b><u>NJLSLA.SL.2.1.B</u></b> <b><u>Build on others' talk in conversations by linking their explicit comments to the remarks of others.</u></b></p> <p>NJLSLA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>NJLSLA.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>Language (L)</b></p> <p>NJLSLA.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Reading Foundational Skills (RF)</b></p> <p>NJLSLA.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>NJLSLA.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.</p> <p>NJLSLA.RF.2.4.A Read on-level text with purpose and understanding.</p> <p>NJLSLA.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing (W)</b></p> <p>NJLSLA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJLSLA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>NJLSLA.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>NJLSLA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>NJLSLA.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>NJLSLA.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><b>Language (L)</b></p> <p>NJLSLA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSLA.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSLA.L.2.1.A Use collective nouns (e.g., group).</p> <p>NJLSLA.L.2.1.B Form and use frequently occurring irregular plural nouns</p>	<p>NJLSLA.RF.2.3d Decode words with common prefixes and suffixes.</p> <p>NJLSLA.RF.2.4a Read on-level text with purpose and understanding.</p> <p>NJLSLA.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJLSLA.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing (W)</b></p> <p>NJLSLA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSLA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>NJLSLA.W.2.1</u></b> <b><u>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</u></b></p>
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		<p>range of tasks, purposes, and audiences.</p> <p>NJSLSA.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><b>Speaking and Listening (SL)</b></p> <p>NJSLSA.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><b><u>NJSLSA.SL.2.1.A</u></b> <b><u>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).</u></b></p> <p>NJSLSA.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language (L)</b></p> <p>NJSLSA.L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>(e.g., feet, children, teeth, mice, fish).</p> <p>NJSLSA.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.2.2.A Capitalize holidays, product names, and geographic names.</p> <p>NJSLSA.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</p> <p><b><u>NJSLSA.L.2.2.E</u></b> <b><u>Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</u></b></p> <p>NJSLSA.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>NJSLSA.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>Reading Informational Text (RI)</b></p> <p>NJSLSA.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>NJSLSA.RI.2.2</p>	<p><b><u>connect opinion and reasons, and provide a conclusion.</u></b></p> <p><b><u>NJSLSA.W.2.5</u></b> <b><u>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</u></b></p> <p><b>Speaking and Listening (SL)</b></p> <p>NJSLSA.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><b><u>NJSLSA.SL.2.1.A</u></b> <b><u>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).</u></b></p> <p><b><u>NJSLSA.SL.2.1.B</u></b> <b><u>Build on others' talk in conversations by linking their explicit comments to the remarks of others.</u></b></p> <p>NJSLSA.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><b>Language (L)</b></p> <p>NJSLSA.L.2.1.D</p>
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		<p>NJSLSA.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</p> <p>NJSLSA.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>NJSLSA.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>NJSLSA.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>NJSLSA.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>NJSLSA.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b><u>NJSLSA.RI.2.7</u></b> <b><u>Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</u></b></p> <p>NJSLSA.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b><u>NJSLSA.RI.2.10</u></b> <b><u>Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p>	<p>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>NJSLSA.L.2.2.B Use commas in greetings and closings of letters.</p> <p>NJSLSA.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>NJSLSA.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</p>
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			<p>NJSLSA.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.</p> <p>NJSLSA.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.</p> <p>NJSLSA.RF.2.4.A Read on-level text with purpose and understanding.</p> <p>NJSLSA.RF.2.4.B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLSA.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing (W)</b></p> <p>NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	
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			<p>range of tasks, purposes, and audiences.</p> <p><b><u>NJSLSA.W.2.2</u></b>  <b><u>Write</u></b>  <b><u>informative/explanatory texts</u></b>  <b><u>in which they introduce a</u></b>  <b><u>topic, use evidence-based</u></b>  <b><u>facts and definitions to</u></b>  <b><u>develop points, and provide a</u></b>  <b><u>conclusion.</u></b></p> <p><b><u>NJSLSA.W.2.5</u></b>  <b><u>With guidance and support</u></b>  <b><u>from adults and peers, focus</u></b>  <b><u>on a topic and strengthen</u></b>  <b><u>writing as needed through</u></b>  <b><u>self-reflection, revising and</u></b>  <b><u>editing.</u></b></p> <p>NJSLSA.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><b>INSTRUCTIONAL PROCEDURES</b></p>	<p><b><u>Reading/Writing</u></b></p> <p><u>Comprehension Strategies:</u>  Making connections  Wondering</p> <p><b><u>Whole Group</u></b>  Read Alouds  Think,Pair, Share  I Wonders  Total Participation Techniques  Morning Meetings  Modeled, Shared, and Guided Practice for Reading and Writing  Anchor charts for reading and writing</p> <p><b><u>Individual</u></b>  Independent Reading  Learning Centers  Independent Work</p>	<p><b><u>Reading/Writing</u></b></p> <p><u>Comprehension Strategies:</u>  Making connections  Visualizing  Retelling</p> <p><b><u>Whole Group</u></b>  Read Alouds  Think,Pair, Share  I Wonder  Total Participation Techniques  Morning Meetings  Shared, and Guided Practice for Reading and Writing  Continue concept of "good fit" books</p> <p><b><u>Individual</u></b>  Independent Reading  Learning Centers</p>	<p><b><u>Reading/Writing</u></b></p> <p><u>Comprehension Strategies:</u>  Compare and contrast  Drawing conclusions  Making Connection  Visualizing</p> <p><b><u>Whole Group</u></b>  Read Alouds  Think,Pair, Share  I Wonder  Total Participation Techniques,  Morning Meetings  Modeled, Shared, and Guided Practice for Reading and Writing  Introduce  Informational/Nonfiction Text,  Create anchor charts:  Informational/Nonfiction Text  Features</p>	<p><b><u>Reading/Writing</u></b></p> <p><u>Comprehension Strategies:</u>  Making connections  Visualizing  Inferencing  Wondering  Compare and contrast  Drawing conclusions</p> <p><b><u>Whole Group</u></b>  Read Alouds  Think,Pair, Share  I Wonder  Total Participation Techniques,  Morning Meetings  Modeled, Shared, and Guided Practice for Reading and Writing  Introduce Fiction and Elements of Fiction:  Characters and Plot,</p>

	<p>eSpark Project Read Foundations Orton Gillingham Writing Workshop Writing Conferences Sight Word Assessments Journaling</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Reading Paired Reading Learning Centers The Daily Five Words Their Way</p> <p><b><u>Grammar</u></b> Complete sentences including beginning capitalization and end punctuation. Declarative, interrogative, and exclamatory sentences.</p> <p><b><u>Writer's Workshop</u></b> Introduction to workshop Launching Writer's Workshop/Unit #1: Procedures:  <ul style="list-style-type: none"> <li>- what writing workshop looks like, introduce Writer's Notebook;</li> <li>- rules; spacing; skipping lines; personal word walls/lists; conferencing; author's chair.</li> <li>- Introduce forms of writing with mentor/touchstone texts choose a topic, sketch and free write</li> </ul> </p>	<p>Independent Work eSpark Project Read Foundations Orton Gillingham Writing Conferences</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Guided Reading Shared Reading, Paired Reading/Book clubs Learning Centers The Daily Five</p> <p><b><u>Grammar</u></b> compound sentences compound words</p> <p><b><u>Writer's Workshop</u></b> Narratives continue what Writer's Workshop looks like Read with a "writer's eye": teacher read aloud mentor texts discuss genre (narratives) independent/small group reading of narratives for modeling Generate ideas for narrative writing: Brainstorming and share use graphic organizers to plan narrative elements: 1 paragraph minimum (character/setting/wish/problem/solution/theme/lesson/moral) first draft teacher/student conference to help edit/revise final draft publish first narrative paragraph</p>	<p>Reading Information Analyzing the text Shared Reading with Writing Connection</p> <p><b><u>Individual</u></b> Independent Reading Learning Centers Independent Work eSpark Project Read Foundations Orton Gillingham Writing Conferences</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Reading Paired Reading Learning Centers The Daily Five</p> <p><b><u>Grammar</u></b> Collective nouns: herd of buffalo/school of fish proper nouns irregular plural nouns capitalization punctuation</p> <p><b><u>Writer's Workshop</u></b> "How-To" books: continue workshop procedures introduce informational texts as writing mentor texts introduce features of non-fiction text brainstorm ideas for topics choose 1 topic per student and use graphic organizers to list ideas and steps conferencing: continue to teach students how to revise and edit (color-pencil-editing) revising/editing final draft</p>	<p>Complete Character Maps (Actions, Thoughts, and Words)_Story Elements Charts.</p> <p><b><u>Individual</u></b> Independent Reading Learning Centers Independent Work eSpark Project Read Foundations Orton Gillingham Writing Conferences</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Reading Paired Reading Learning Centers The Daily Five</p> <p><b><u>Grammar</u></b> Past Tense Verbs Contractions Possessive Nouns Commas (in letter writing)</p> <p><b><u>Writer's Workshop</u></b> Opinions of stories Continue Procedures of Workshop, conferencing and author's chair Introduce Opinion Writing; focus on structure of opinion letter/essay: state opinion give reason(s) to support opinion; Use linking words to connect ideas provide concluding statement/section (question/hope/wish) Publishing ideas: Write an opinion letter to the author send via mail or email or via author's website</p>
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			publish-ex: create a digital presentation of the How-To using Google Slides/Powerpoint, etc	
<b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b>	<p><b>Materials</b>  <b>Spelling: per district program</b>  Being a Writer,  Making Meaning  Project Read  Foundations  Journeys  Guided Reading Leveled Texts  Dolch Sight Words  Writing Fundamentals  Scholastic News  Helping Writers Choose and Focus a Topic link:  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html">http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html</a></p> <p><b>Leveled Texts</b>  National Geographic  Wright  Scholastic  Rigby</p>	<p><b>Materials</b>  <b>Spelling: per district program</b>  Being a Writer,  Making Meaning  Project Read  Foundations  Journeys  Guided Reading Leveled Texts  Dolch Sight Words  Writing Fundamentals  Scholastic News  Character Map Link:  <a href="http://www.readwritethink.org/classroom-resources/printouts/character-30199.html">http://www.readwritethink.org/classroom-resources/printouts/character-30199.html</a></p> <p><b>Leveled Texts</b>  National Geographic  Wright  Scholastic  Rigby</p>	<p><b>Materials</b>  <b>Spelling: per district program</b>  Being a Writer,  Making Meaning  Project Read  Foundations  Journeys  Guided Reading Leveled Texts  Dolch Sight Words  Writing Fundamentals  Scholastic News  <i>Packing the Pilgrim's Trunk</i>  reading/writing activity:  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/packing-pilgrim-trunk-personalizing-400.html">http://www.readwritethink.org/classroom-resources/lesson-plans/packing-pilgrim-trunk-personalizing-400.html</a>  <i>Officer Buckle and Gloria</i>  Link to How to Stay Safe in School writing project:  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/safety-tips-with-officer-1019.html">http://www.readwritethink.org/classroom-resources/lesson-plans/safety-tips-with-officer-1019.html</a></p> <p><b>Leveled Texts</b>  National Geographic  Wright  Scholastic  Rigby</p>	<p><b>Materials</b>  <b>Spelling: per district program</b>  Being a Writer  Making Meaning  Project Read  Foundations  Journeys  Guided Reading Leveled Texts  Dolch Sight Words  Writing Fundamentals  Scholastic News  Story Map digital resources link:  <a href="http://www.readwritethink.org/classroom-resources/student-interactive/story-30008.html">http://www.readwritethink.org/classroom-resources/student-interactive/story-30008.html</a></p> <p><b>Leveled Texts</b>  National Geographic  Wright  Scholastic  Rigby</p>
<b>ASSESSMENTS</b>	<p><b>Formative:</b>  Total Participation Techniques,  Exit Tickets  Think Pair Share  Turn and Talk  Student Whiteboards  Sticky Notes  Hand Signals  Sight Words  Journeys/Program Based  Foundations  Words Sorts  Read and Sketch  Journaling  teacher observation</p>	<p><b>Formative:</b>  Total Participation Techniques,  Exit Tickets  Think Pair Share  Turn and Talk  Student Whiteboards  Sticky Notes  Hand Signals  Sight Words  Journeys/Program Based  Foundations  Words Sorts  Read and Sketch  Journaling  teacher observation</p>	<p><b>Formative:</b>  Total Participation Techniques,  Exit Tickets  Think Pair Share  Turn and Talk  Student Whiteboards  Sticky Notes  Hand Signals  Sight Words  Journeys/Program Based  Foundations  Words Sorts  Read and Sketch  Journaling  teacher observation</p>	<p><b>Formative:</b>  Total Participation Techniques, Exit Tickets  Think Pair Share  Turn and Talk  Student Whiteboards  Sticky Notes  Hand Signals  Sight Words  Journeys/Program Based  Foundations  Words Sorts  Read and Sketch  Journaling  teacher observation</p>

	<p>Running Records Project based rubrics</p> <p><b>Summative</b> Fluency Assessments WPM, Dolch Sight Words, Reading Comprehension, Phonics Based Recognition Project based rubrics</p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read Foundations project based assignments</p>	<p>Running Records Project based rubrics</p> <p><b>Summative</b> Fluency Assessments WPM, Dolch Sight Words, Reading Comprehension, Phonics Based Recognition Project based rubrics</p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read Foundations project based assignments</p>	<p>Running Records Project based rubrics</p> <p><b>Summative</b> Fluency Assessments WPM, Dolch Sight Words, Reading Comprehension, Phonics Based Recognition Project based rubrics Model Curriculum <a href="https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml">https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml</a></p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read Foundations project based assignments</p>	<p>Running Records Project based rubrics</p> <p><b>Summative</b> Fluency Assessments WPM, Dolch Sight Words, Reading Comprehension, Phonics Based Recognition Project based rubrics</p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read Foundations project based assignments</p>
<b>ACCOMMODATIONS</b>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>- Use open book, study guides, test prototypes</li> </ul> <p><b>ELL</b></p>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>Use open book, study guides, test prototypes</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>Use open book, study guides, test prototypes</li> </ul> <p><b>ELL</b></p>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>- Use open book, study guides, test prototypes</li> </ul> <p><b>ELL</b></p>

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic
- Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Decreasing the amount of work presented or required
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Using computer word processing spell check and grammar check features
- Using true/false, matching, or fill in the blank tests in lieu of essay tests

**At Risk**

- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items
- Modifying tests to reflect selected objectives
- Providing study guides
- Using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify
- Reading Buddies

**Gifted and Talented**

**ELL**

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**Gifted and Talented**

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations

	<ul style="list-style-type: none"> <li>- Alternative formative and summative assessments</li> <li>- Games and tournaments</li> <li>- Group investigations</li> <li>- Independent research and projects Interest groups</li> <li>- Learning contracts</li> <li>- Student and teacher designed Leveled rubrics</li> <li>- Literature circles</li> <li>- Personal agendas</li> <li>- Problem or Project-based learning</li> <li>- Tiered activities/assignments</li> </ul> <p><b><u>504</u></b></p> <ul style="list-style-type: none"> <li>- Assistive technology</li> <li>- Extended time on skills/tests/quizzes</li> <li>- Have student repeat directions to check for understanding</li> <li>- Highlighted text visual presentation</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Reduced/shortened reading/writing assignments</li> <li>- Goal setting with students</li> <li>- Reading buddies</li> </ul>	<p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>- Alternative formative and summative assessments</li> <li>- Games and tournaments</li> <li>- Group investigations</li> <li>- Independent research and projects Interest groups</li> <li>- Learning contracts</li> <li>- Student and teacher designed Leveled rubrics</li> <li>- Literature circles</li> <li>- Personal agendas</li> <li>- Problem or Project-based learning</li> <li>- Tiered activities/assignments</li> </ul> <p><b><u>504</u></b></p> <ul style="list-style-type: none"> <li>- Assistive technology</li> <li>- Extended time on skills/tests/quizzes</li> <li>- Have student repeat directions to check for understanding</li> <li>- Highlighted text visual presentation</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Reduced/shortened reading/writing assignments</li> <li>- Goal setting with students</li> <li>- Reading buddies</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative formative and summative assessments</li> <li>- Games and tournaments</li> <li>- Group investigations</li> <li>- Independent research and projects Interest groups</li> <li>- Learning contracts</li> <li>- Student and teacher designed Leveled rubrics</li> <li>- Literature circles</li> <li>- Personal agendas</li> <li>- Problem or Project-based learning</li> <li>- Tiered activities/assignments</li> </ul> <p><b><u>504</u></b></p> <ul style="list-style-type: none"> <li>- Assistive technology</li> <li>- Extended time on skills/tests/quizzes</li> <li>- Have student repeat directions to check for understanding</li> <li>- Highlighted text visual presentation</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Reduced/shortened reading/writing assignments</li> <li>- Goal setting with students</li> <li>- Reading buddies</li> </ul>	<ul style="list-style-type: none"> <li>- Independent research and projects Interest groups</li> <li>- Learning contracts</li> <li>- Student and teacher designed Leveled rubrics</li> <li>- Literature circles</li> <li>- Personal agendas</li> <li>- Problem or Project-based learning</li> <li>- Tiered activities/assignments</li> </ul> <p><b><u>504</u></b></p> <ul style="list-style-type: none"> <li>- Assistive technology</li> <li>- Extended time on skills/tests/quizzes</li> <li>- Have student repeat directions to check for understanding</li> <li>- Highlighted text visual presentation</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Reduced/shortened reading/writing assignments</li> <li>- Goal setting with students</li> <li>- Reading buddies</li> </ul>
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<p><b>INTERDISCIPLINARY CONNECTIONS</b></p> <p><b>21ST CENTURY SKILLS/THEMES (P21.ORG)</b></p> <p><b>TECHNOLOGY INTEGRATION</b></p> <p><b>CAREER EDUCATION (NJDOE CTE Clusters)</b></p>	<p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>- English Language Arts</li> <li>- Social Studies</li> <li>- Technology</li> </ul> <p><b><u>21st Century Skills/ Themes</u></b></p> <ul style="list-style-type: none"> <li>- Civic Literacy</li> <li>- Creativity and Innovation</li> <li>- Critical Thinking</li> <li>- Communication</li> <li>- Collaboration</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- eSpark <a href="https://www.esparklearning.com/">https://www.esparklearning.com/</a></li> <li>- <a href="https://www.storybots.com/">https://www.storybots.com/</a></li> <li>- <a href="http://www.pebblego.com">www.pebblego.com</a></li> <li>- www.readwritethink.org</li> <li>- <a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a> (online stories)</li> <li>- <a href="http://kidsblogs.nationalgeographic.com/littlekids/">http://kidsblogs.nationalgeographic.com/littlekids/</a></li> <li>- <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a></li> <li>- <a href="http://tc.readingandwritingproject.com/">http://tc.readingandwritingproject.com/</a> (teacher resource)</li> <li>- www.abcya.com (free computer games and activities)</li> <li>- www.starfall.com (free systematic &amp; interactive website)</li> <li>- iPads</li> <li>- Smart Board</li> <li>- Scholastic.com</li> <li>- Computer lab</li> <li>- Epic.com</li> <li>- <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> <li>- <a href="http://www.unitsofstudy.com/">http://www.unitsofstudy.com/</a> (Lucy Calkins)</li> </ul> <p><b><u>Career Education</u></b></p> <ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> </ul>	<p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>- English Language Arts</li> <li>- Social Studies</li> <li>- Technology</li> </ul> <p><b><u>21st Century Skills/ Themes</u></b></p> <ul style="list-style-type: none"> <li>- Civic Literacy</li> <li>- Creativity and Innovation</li> <li>- Critical Thinking</li> <li>- Communication</li> <li>- Collaboration</li> <li>- Information Literacy</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- eSpark <a href="https://www.esparklearning.com/">https://www.esparklearning.com/</a></li> <li>- <a href="https://www.storybots.com/">https://www.storybots.com/</a></li> <li>- <a href="http://www.pebblego.com">www.pebblego.com</a></li> <li>- www.readwritethink.org</li> <li>- <a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a> (online stories)</li> <li>- <a href="http://kidsblogs.nationalgeographic.com/littlekids/">http://kidsblogs.nationalgeographic.com/littlekids/</a></li> <li>- <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a></li> <li>- <a href="http://tc.readingandwritingproject.com/">http://tc.readingandwritingproject.com/</a> (teacher resource)</li> <li>- www.abcya.com (free computer games and activities)</li> <li>- www.starfall.com (free systematic &amp; 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interactive website)</li> <li>- iPads</li> <li>- Smart Board</li> <li>- Scholastic.com</li> <li>- Computer lab</li> <li>- Epic.com</li> <li>- <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> <li>- <a href="http://www.unitsofstudy.com/">http://www.unitsofstudy.com/</a> (Lucy Calkins)</li> </ul> <p><b><u>Career Education</u></b></p>	<p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>- English Language Arts</li> <li>- Social Studies</li> <li>- Technology</li> </ul> <p><b><u>21st Century Skills/ Themes</u></b></p> <ul style="list-style-type: none"> <li>- Civic Literacy</li> <li>- Creativity and Innovation</li> <li>- Critical Thinking</li> <li>- Problem Solving</li> <li>- Communication</li> <li>- Collaboration</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- eSpark <a href="https://www.esparklearning.com/">https://www.esparklearning.com/</a></li> <li>- <a href="https://www.storybots.com/">https://www.storybots.com/</a></li> <li>- <a href="http://www.pebblego.com">www.pebblego.com</a></li> <li>- www.readwritethink.org</li> <li>- <a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a> (online stories)</li> <li>- <a href="http://kidsblogs.nationalgeographic.com/littlekids/">http://kidsblogs.nationalgeographic.com/littlekids/</a></li> <li>- <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a></li> <li>- <a href="http://tc.readingandwritingproject.com/">http://tc.readingandwritingproject.com/</a> (teacher resource)</li> <li>- www.abcya.com (free computer games and activities)</li> <li>- www.starfall.com (free systematic &amp; 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	<ul style="list-style-type: none"> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Citizenship</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul>	<p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Citizenship</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul>	<ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Citizenship</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul>	<p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>- Visual Arts</li> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Citizenship</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul>
<b>PACING--&gt;</b>	<b>UNIT #5 4-6 Weeks (February)</b>	<b>UNIT #6 4-6 Weeks (March)</b>	<b>UNIT #7 4-6 Weeks (May)</b>	
<b>TOPIC/THEME AND OBJECTIVES</b>	<p><b>Elements of Nonfiction and Research Writing</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 topic.</li> <li>• Know and use various text features to locate key facts or information in a text efficiently.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• Explain how specific images contribute to and clarify a text.</li> <li>• Describe how reasons support specific points the author makes in a text.</li> <li>• Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>	<p><b>Messages and Meanings in Traditional Tales and Revising Stories</b></p> <ul style="list-style-type: none"> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li>• By the end of the year, read and comprehend literature, including stories and poetry in the grade 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.</li> <li>• Decode words with common prefixes and suffixes.</li> </ul>	<p><b>Reading and Writing: Poetry</b></p> <ul style="list-style-type: none"> <li>• Read grade level text orally with accuracy, appropriate rate, and expression.</li> <li>• Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>• By the end of the year, read and comprehend poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.</li> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 subject area.</li> <li>• Decode words with common prefixes and suffixes.</li> </ul>	



- By the end of the year, read and comprehend informational texts, including biographies, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade appropriate irregularly spelled words.
- Read grade level text with purpose and understanding.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- Recall information from experiences of gather information from provided resources to answer a question.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Compare formal and informal uses of English.
- Use glossaries and dictionaries to determine or clarify the

- Read grade level appropriate text orally with accuracy, appropriate rate and expression.
- Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Use reflexive pronouns (myself, ourselves)
- Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Generalize learned spelling patterns when writing words.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine the meaning of the new word formed when a known prefix is added to a

- Recognize and read grade-level appropriate irregularly spelled words.
- Distinguish shades of meaning among closely related verbs and closely related adjectives.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- Create audio recordings of poems and recount experiences when appropriate to clarify ideas, thoughts and feelings.

	<p>meaning of words and phrases.</p> <ul style="list-style-type: none"> <li>• Identify real-life connections between words.</li> </ul>	<p>known word (happy, unhappy- tell, retell).</p> <ul style="list-style-type: none"> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (addition/additional).</li> <li>• Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (When other kids are happy, that makes me happy).</li> </ul>		
<p><b>ESSENTIAL QUESTIONS &amp; ENDURING UNDERSTANDINGS</b></p>	<ul style="list-style-type: none"> <li>• Why do we research?</li> <li>• How does understanding text features make language more meaningful?</li> <li>• How do we gather and organize information?</li> <li>• Inquiry and research guide the discovery of new information, help in formulating questions, and promote critical thinking.</li> <li>• Researchers gather information from many sources to learn something new.</li> </ul>	<ul style="list-style-type: none"> <li>• How do effective writers hook and hold their readers?</li> <li>• What can traditional tales teach us?</li> <li>• Why should I read different types of text?</li> <li>• Reading a wide variety of genres expands understanding of the world, its people and oneself.</li> <li>• Traditional tales can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live.</li> <li>• Effective authors use a variety of strategies and traits to hook and hold their readers.</li> </ul>	<ul style="list-style-type: none"> <li>• How does poetry encourage children to see the world with fresh eyes?</li> <li>• How does poetry teach children to deliberately craft their language?</li> <li>• Reading a wide variety of genres expands understandings of the world, its people and oneself.</li> <li>• Different types of texts have different structures.</li> </ul>	<p>–</p>

STANDARDS	Reading (R)	Reading Literature (RL)	Reading (R)	
	<p>NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>Reading Informational Text (RI)</b></p> <p>NJSLSA.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>NJSLSA.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>NJSLSA.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>NJSLSA.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b><u>NJSLSA.RI.2.8</u></b> <b><u>Describe and identify the logical connections of how reasons support specific points the author makes in a text.</u></b></p> <p>NJSLSA.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Reading Literature (RL)</b></p> <p><b><u>NJSLSA.RL.2.2</u></b> <b><u>Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</u></b></p> <p>NJSLSA.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><b><u>NJSLSA.RL.2.10</u></b> <b><u>By the end of the year, read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJSLSA.RF.2.3.D Decode words with common prefixes and suffixes.</p> <p>NJSLSA.RF.2.4.B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>Writing (W)</b></p> <p>NJSLSA.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</p>	<p><b>Reading (R)</b></p> <p><b><u>NJSLSA.R.1</u></b> <b><u>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u></b></p> <p><b>Writing (W)</b></p> <p>NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Reading Literature (RL)</b></p> <p>NJSLSA.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><b><u>NJSLSA.RL.2.10</u></b> <b><u>By the end of the year, read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</u></b></p> <p><b>Reading Informational Text (RI)</b></p> <p>NJSLSA.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>NJSLSA.RI.2.6</p>	

	<p><b><u>NJSLSA.RI.2.10</u></b>  <b><u>Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJSLSA.RF.2.3.E  Identify words with inconsistent but common spelling-sound correspondences.</p> <p>NJSLSA.RF.2.3.F  Recognize and read grade-appropriate irregularly spelled words.</p> <p>NJSLSA.RF.2.4.A  Read on-level text with purpose and understanding.</p> <p><b>Writing (W)</b></p> <p><b><u>NJSLSA.W.2.5</u></b>  <b><u>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</u></b></p> <p>NJSLSA.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>NJSLSA.W.2.7  Participate in shared research and writing projects (e.g., read a</p>	<p>event order, and provide a sense of closure.</p> <p><b><u>NJSLSA.W.2.5</u></b>  <b><u>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</u></b></p> <p>NJSLSA.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><b>Speaking and Listening (SL)</b></p> <p>NJSLSA.SL.2.4  Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>Language (L)</b></p> <p>NJSLSA.L.2.1.C  Use reflexive pronouns (e.g., myself, ourselves).</p> <p>NJSLSA.L.2.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.2.2.D  Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</p> <p>NJSLSA.L.2.3</p>	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJSLSA.RF.2.3.D  Decode words with common prefixes and suffixes.</p> <p>NJSLSA.RF.2.3.F  Recognize and read grade-appropriate irregularly spelled words.</p> <p>NJSLSA.RF.2.4.B  Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>Speaking and Listening (SL)</b></p> <p><b><u>NJSLSA.SL.2.5</u></b>  <b><u>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</u></b></p> <p><b>Language (L)</b></p> <p>NJSLSA.L.2.5  Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L.2.5.B  Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>NJSLSA.L.2.6</p>	
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	<p>number of books on a single topic to produce a report; record science observations).</p> <p>NJSLSA.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening (SL)</b></p> <p>NJSLSA.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language (L)</b></p> <p>NJSLSA.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>NJSLSA.L.2.3.A Compare formal and informal uses of English.</p> <p>NJSLSA.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>NJSLSA.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>NJSLSA.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>NJSLSA.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>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).</p>	
<p><b>INSTRUCTIONAL PROCEDURES</b></p>	<p><b><u>Reading/ Writing</u></b> Wondering Compare and contrast Drawing conclusions</p> <p><b><u>Whole Group</u></b> Read Alouds</p>	<p><b><u>Reading/ Writing</u></b> Making connections Summarizing Inferencing Wondering Compare and contrast Drawing conclusions</p>	<p><b><u>Reading/ Writing</u></b> Making connections Visualizing Inferencing Wondering Drawing conclusions</p>	

	<p>Think,Pair, Share I Wonder Total Participation Techniques, Morning Meetings, Modeled, Shared, and Guided Practice for Reading and Writing</p> <p><b><u>Individual</u></b> Independent Reading Learning Centers Independent Work Project Read Foundations Orton Gillingham Writing Conferences</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Reading Paired Individual</p> <p><b><u>Reading</u></b> Introduce Nonfiction Text biography nonfiction texts for research Create anchor charts Locate, understand, and interpret Nonfiction Text Features Analyzing the text - Locating information, key ideas, and details</p> <p><b><u>Grammar</u></b> Adjectives Adverbs</p> <p><b><u>Writing Workshop</u></b> Continue teaching procedures introduce nonfiction writing/research; making labeled diagrams Read model books of non fiction to examine structure and purpose use graphic organizers to gather facts</p>	<p><b><u>Whole Group</u></b> Read Alouds Think,Pair,Share I Wonder Total Participation Techniques Morning Meetings Modeled Shared Guided Practice for Reading and Writing</p> <p><b><u>Individual</u></b> Independent Reading Learning Centers Independent Work Project Read Foundations Orton Gillingham Writing Conferences</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Reading, Paired Individual Paired Reading Learning Centers, The Daily</p> <p><b><u>Reading</u></b> Introduce traditional tales - folktales, fables, fairy tales (compare and contrast versions) Anchor Lessons Compare/Contrast Moral Lesson Theme Elements of traditional tales Folk Tales - The Rainbow Crow, Pecos Bill Lon Po Po vs. Little Red Riding Hood Fairy Tale - Cinderella vs. Yeh Shen or Mufaro's Beautiful Daughters An African Cinderella Story</p>	<p><b><u>Whole Group</u></b> Read Alouds Think,Pair,Share I Wonder Total Participation Techniques Morning Meetings Modeled Shared Guided Practice for Reading and Writing</p> <p><b><u>Individual</u></b> Independent Reading Learning Centers Independent Work Project Read Foundations Orton Gillingham Writing Conferences</p> <p><b><u>Small Groups</u></b> Guided Reading Shared Reading, Paired Individual Paired Reading Learning Centers, The Daily</p> <p><b><u>Reading</u></b> Introduce poetry elements/vocabulary (beat, alliteration, rhythm, rhymes, structure, repetition, stanza) Anchor Lessons: Figurative language (imagery, repetition, alliteration, comparison) Identify author's message, voice Compare and Contrast poems with stories</p> <p><b><u>Grammar</u></b> Review contractions Suffixes Roots Using a digital/paper thesaurus</p> <p><b><u>Writer's Workshop</u></b></p>	
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	<p>structure facts into paragraphs and add details as needed          create diagrams, pictures, graphs, photographs, maps and other non-fiction text features          continue teaching structure of paragraphs, using transitions between ideas, use subtitles to organize writing; form proper ending          continue conferencing with teacher begin Self editing with COPS: capitals, organization, punctuation, spelling; AND Peer editing with TAG: Read each other's writing and Tell something you like, Ask a question, and Give suggestions for how to improve          Conferencing: use varied sentence structure; varied vocabulary specific to subject          Publish Non-Fiction Research Writing          *create digital posters to show information</p>	<p><b>Grammar</b>          Pronouns (reflexive) example video at:  <a href="https://www.youtube.com/watch?v=sd7WwuiAkbk">https://www.youtube.com/watch?v=sd7WwuiAkbk</a>          Comma Rules (dates, addresses)</p> <p><b>Writer's Workshop</b>          Continue teaching procedures          read mentor texts on folktales/fairy tales/fables          find moral/lesson/theme ("the author wants you to believe that _____.")          FolkTale/Fairy Tale Writing Project:          *children write own fairy tale/fable/folktale and publish online          *Fairy Tales - The Three Little Pigs/The True Story of the Three Little Pigs</p> <ul style="list-style-type: none"> <li>- Is the wolf innocent or guilty?</li> <li>- Students persuade the judge using opinion writing and compare/contrast in stories.</li> </ul>	<p>introduce poetry by reading variety of poems by various authors          listen for line breaks, experiment with various formats of poetry          practice writing poetry individually and as a class          discuss "Voice" and hear the voice in poems; find your own voice          A FOUND POEM:          "A Bear of a Poem"          From readwritethink.org          Teacher reads a Berenstain Bear picture book aloud as students complete the          "Found Poem Planning Page" to write words/phrases          Students write one phrase/sentence to be added to the class poem          Whole class performs poem.          use rubric to score</p>	
<p><b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b></p>	<p><b>Materials</b>  <b>Spelling: per district program</b>          Being a Writer          Making Meaning          Project Read          Foundations          Journeys          Guided Reading Leveled Texts          Dolch Sight Words          Writing Fundamentals          Scholastic News          "Diagram It! Identifying, Comparing, and Writing About Non Fiction Texts"  <a href="http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html">http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html</a></p>	<p><b>Materials</b>  <b>Spelling: per district program</b>          Being a Writer          Making Meaning          Project Read          Foundations          Journeys          Guided Reading Leveled Texts          Dolch Sight Words          Writing Fundamentals          Scholastic News          Videos: How Tiger Got His Stripes:  <a href="https://www.youtube.com/watch?v=rf7ascNGbcM">https://www.youtube.com/watch?v=rf7ascNGbcM</a></p>	<p><b>Materials</b>  <b>Spelling: per district program</b>          Being a Writer          Making Meaning          Project Read          Foundations          Journeys          Guided Reading Leveled Texts          Dolch Sight Words          Writing Fundamentals          Scholastic News          Bear Poem Project:  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/bear-poem-composing-performing-835.html#resources">http://www.readwritethink.org/classroom-resources/lesson-plans/bear-poem-composing-performing-835.html#resources</a></p>	

	<p><b>Leveled Texts</b> National Geographic Wright Scholastic Rigby</p>	<p><b>Leveled Texts</b> National Geographic Wright Scholastic Rigby</p>	<p><b>Leveled Texts</b> National Geographic Wright Scholastic Rigby</p>	
<b>ASSESSMENTS</b>	<p><b>Formative</b> Total Participation Techniques Exit Tickets Think Pair Share Turn and Talk Student Whiteboards Sticky Notes Hand Signals Sight Words Journeys/Program Based Foundations Words Sorts Read and Sketch Journaling teacher observation Running Records</p> <p><b>Summative</b> Fluency Assessments WPM Dolch Sight Words Reading Comprehension, Phonics Based Recognition Model Curriculum <a href="https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml">https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml</a> User Name: Model Password: Curriculum</p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read</p>	<p><b>Formative</b> Total Participation Techniques Exit Tickets Think Pair Share Turn and Talk Student Whiteboards Sticky Notes Hand Signals Sight Words, Journeys/Program Based Foundations Words Sorts Read and Sketch Journaling teacher observation Running Records</p> <p><b>Summative</b> Fluency Assessments WPM Dolch Sight Words Reading Comprehension, Phonics Based Recognition Model Curriculum <a href="https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml">https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml</a> User Name: Model Password: Curriculum</p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read Foundations project based assignments</p>	<p><b>Formative</b> Total Participation Techniques, Exit Tickets Think Pair Share Turn and Talk Student Whiteboards Sticky Notes, Hand Signals, Sight Words Journeys/Program Based Foundations Words Sorts Read and Sketch Journaling teacher observation Running Records</p> <p><b>Summative</b> Fluency Assessments WPM Dolch Sight Words Reading Comprehension, Phonics Based Recognition Model Curriculum <a href="https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml">https://www.nj.gov/education/modelcurriculum/ela/2u1.shtml</a> User Name: Model Password: Curriculum</p> <p><b>Benchmark</b> MAP Journeys Dibels DRA Rigby Words Their Way Sight Words</p> <p><b>Alternative</b> Orton Gillingham Dolch Project Read Foundations</p>	



	Fundations project based assignments		project based assignments	
<b>ACCOMMODATIONS</b>	<p><b><u>Special Education</u></b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>- Use open book, study guides, test prototypes</li> </ul> <p><b><u>ELL</u></b></p> <ul style="list-style-type: none"> <li>- Allowing students to correct errors (looking for understanding)</li> <li>- Teaching key aspects of a topic</li> <li>- Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</li> <li>- Decreasing the amount of work presented or required</li> <li>- Modifying tests to reflect selected objectives</li> <li>- Providing study guides</li> <li>- Reducing the number of answer choices on a multiple choice test</li> <li>- Using computer word processing spell check and grammar check features</li> </ul>	<p><b><u>Special Education</u></b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>- Use open book, study guides, test prototypes</li> </ul> <p><b><u>ELL</u></b></p> <ul style="list-style-type: none"> <li>- Allowing students to correct errors (looking for understanding)</li> <li>- Teaching key aspects of a topic</li> <li>- Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</li> <li>- Decreasing the amount of work presented or required</li> <li>- Modifying tests to reflect selected objectives</li> <li>- Providing study guides</li> <li>- Reducing the number of answer choices on a multiple choice test</li> <li>- Using computer word processing spell check and grammar check features</li> </ul>	<p><b><u>Special Education</u></b></p> <ul style="list-style-type: none"> <li>- Additional time as needed</li> <li>- Assistive technology</li> <li>- Behavior management plan</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified test content, format, length</li> <li>- Multi-sensory presentation</li> <li>- Preferential seating</li> <li>- Preview of content, concepts, and vocabulary</li> <li>- Shortened writing assignments</li> <li>- Use open book, study guides, test prototypes</li> </ul> <p><b><u>ELL</u></b></p> <ul style="list-style-type: none"> <li>- Allowing students to correct errors (looking for understanding)</li> <li>- Teaching key aspects of a topic</li> <li>- Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</li> <li>- Decreasing the amount of work presented or required</li> <li>- Modifying tests to reflect selected objectives</li> <li>- Providing study guides</li> <li>- Reducing the number of answer choices on a multiple choice test</li> <li>- Using computer word processing spell check and grammar check features</li> </ul>	

- Using true/false, matching, or fill in the blank tests in lieu of essay tests

**At Risk**

- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items
- Modifying tests to reflect selected objectives
- Providing study guides
- Using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify
- Reading Buddies

**Gifted and Talented**

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups
- Learning contracts
- Student and teacher designed Leveled rubrics
- Literature circles
- Personal agendas
- Problem or Project-based learning
- Tiered activities/assignments

**504**

- Assistive technology
- Extended time on skills/tests/quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Multi-sensory presentation
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