



ESL  
SCIENCE  
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MATHEMATICS  
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SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
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ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Course:** English Language Arts

**Grade Level:** 2

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Stephanie Holobinko, Program Supervisor: ELA/Social Studies K-6, Library/Media Specialists K-12**

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Subject/Course Title:  
**English Language Arts**  
**Grade 2**

Date of Board Adoption:  
**August 27, 2024**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

**English Language Arts: Reading Grade 2**

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1A	Establishing Reader’s Workshop / Characters on a Journey	5 weeks
1B	Diving Deeper into Informational Text	4 weeks
2A	Building Bridges in Text: Structure & Character, Setting, Plot	4 weeks
2B	Text Detectives: Uncovering Information with Text Features	4 weeks
3A	Unveiling the Magic & Comparing Stories Across Cultures	4 weeks
3B	Unveiling Different Angles on the Same Story	4 weeks
4A	Stepping into Different Shoes	4 weeks
4B	Unveiling the Author's Why and How	4 weeks

**English Language Arts: Writing Grade 2**

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Narrative: Making Small Moments Big	8 weeks
2	Chapter Books: Writing Nonfiction from the Heart	8 weeks
3	Finding Awesome Everywhere: Celebrating through Opinion Writing	8 weeks
4	Writing Research-Based Nonfiction	8 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> </ul>

<ul style="list-style-type: none"> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> </ul>
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	<ul style="list-style-type: none"><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read question to student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't take points off for spelling errors.</li></ul>
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## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 1A-Establishing Reader's Workshop / Characters on a Journey

**Target Course/Grade Level:** ELA / Grade 2

**Unit Summary:**

We're implementing the Daily 5 framework and empowering students to take ownership of their reading experience. Through established routines and procedures, they'll refine existing reading skills and select appropriate texts for independent practice. The Daily 5 will foster reading stamina, engagement, and fluency within our classroom reading community.

This unit explores stories where characters embark on a physical or emotional journey. Students will ask and answer questions and retell literary texts and stories. Students will analyze how characters respond to challenges and obstacles throughout their journeys

**Approximate Length of Unit:** 4 Weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.

#### **READING:**

- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . (**Focus on retelling**)
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.

#### **WRITING:**

- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
  - A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
  - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
  - C. Use transitional words to manage the sequence of events.
  - D. Use concrete words and phrases and sensory details to convey experiences and events.
  - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
  - A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

#### **SPEAKING AND LISTENING:**

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



- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide the requested detail or clarification.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Interdisciplinary Connections and Standards:**

**Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.EconET.1:** Explain the difference between needs and wants.

**World Language:**

- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.

**Computer Science and Design Thinking:**

- **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.

**Unit Understandings:**

*Students will understand that...*

- Rhyming words have the same ending sounds.
- Syllables are parts of words that contain a vowel sound.
- Breaking words into syllables helps us read and spell them.
- Blending is putting individual sounds together to form words.
- Segmenting is breaking words into individual sounds.
- Letters represent the sounds we hear in words.
- Understanding phonics helps us read and spell words more easily.
- Practicing phonological awareness and phonics skills helps us become better readers and writers.

**RL.CR.2.1.**

- when readers ask and answer questions, it deepens their understanding of the text.
- it is important to use evidence from the text to support their answers.
- by asking and answering questions, students demonstrate not only their understanding of key details but also their ability to support their interpretations with evidence from the text.

- they can read, from the very start, with attention to volume, stamina, and fluency.
- when a book feels too hard, they will find ways to choose one that is just right and share it with a partner.

### **RL.CI.2.2**

- they can retell a story using transitional words and phrases.
- recounting requires them to accurately convey the sequence of events and important details without adding personal interpretations or opinions.
- recounting helps students develop comprehension skills by ensuring they understand what they have read.
- recounting helps them organize their thoughts and communicate effectively, both orally and in writing, about the text's content and meaning.
- every text, whether fiction or nonfiction, often has a central message or theme—a main idea or underlying meaning that the author wants to convey.
- understanding this central message involves identifying the core idea that ties together the events, characters' actions, and conflicts in the text.
- they need to distinguish between important details and minor ones, recognize patterns or recurring motifs that contribute to the central message, and understand how characters and events contribute to the overall meaning of the text.

### **RL.IT.2.3.**

- readers will identify the initiating event that leads to a problem the character must solve.
- It is important to identify and describe the main characters in a story including their roles, traits, motivations, and how they contribute to the plot's development.
- by understanding the setting , it helps them contextualize the actions and motivations of the characters within the narrative.
- by recognizing major story events, it helps them to understand the structure of the story and how various elements are interconnected.

## **Unit Essential Questions:**

### **RL.CR.2.1.**

- How can we ask and answer such questions as who, what, where, when, and why?
- What specific detail can you find in the text that supports your answer?
- How can we use evidence from the text to answer questions about what we read?

### **RL.CI.2.2**

- How can I effectively retell a text, both orally and in writing, keeping the important details and maintaining a clear sequence?

### **RL.IT.2.3.**

- How do characters in a story react to major events and challenges?
- What details from the text help us understand their responses?

**Knowledge and Skills:**

*Students will know...*

**RL.CR.2.1.**

- **Who/What/Where/When/Why/How:** (Students should be familiar with basic question words to inquire about the text.)
- how to make connections (text to text/self/world).
- to identify keywords and phrases.
- how to identify characters, settings, and plot.

**RL.CI.2.2**

- how to identify characters in a story.
- how to identify the setting.
- how to identify the main idea and key details.
- how to identify the beginning, middle, and end of the story.

**RL.IT.2.3.**

- how to identify characters in a story.
- problem and solution.
- how to identify setting.
- how to identify the main idea and key details.

*Students will be able to...*

**RL.CR.2.1.**

- ask and answer questions and demonstrate an understanding of key details in a text.
- tell what happened in a text after hearing it read.
- identify key details in a text.
- identify the thoughts, feelings, experiences, and motivations of characters.

**RL.CI.2.2**

- identify and determine the sequence of events in a literary text.
- utilize transition words and phrases.
- summarize the literary text utilizing transition words.
- provide an oral summary of a story or play.

- express opinions about a text and justify with evidence.
- infer the writer’s message or theme in a text.

**RL.IT.2.3.**

- identify major events and plots.
- identify how characters change through the story.
- infer characters’ traits as revealed through thought, dialogue, behavior, and what others say or think about them and use evidence from the text to describe them.
- identify dialogue.
- utilize descriptive and figurative language.
- determine character response to events.
- retell the story.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete the i-Ready Standard of Mastery after the completion of students learning the new standard. Once the students have completed all the standards under Unit 1 they will complete an end-of-unit assessment containing a passage and questions from i-Ready.
- Instructions to assign I-Ready Standards Mastery
- End of Unit Assessments: Unit 1A
- Fiction Retelling Rubric
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.

## Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

## Process Differentiation:

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

## Product Differentiation:

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

## Additional Considerations:

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

## *RESOURCES*

### Teacher Resources:

- Unit 1A: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library
- Rubrics
- UFLI Printable Resources (including printable Decodables)

### RL.CR.2.1.

#### Prerequisite

- Ask and Answer- The Polar Son + The Empty Pot Prerequisite
- Ask and Answer- The Polar Son + The Empty Pot Prerequisite Lesson Son + The Empty

#### Teacher Instruction

- Key Idea and Details
- Ask Questions and Answer Level A
- Ask Questions and Answer Level B
- Ask Questions and Answer Gradual Release Day 1-3
- Ask Questions and Answer Gradual Release Teacher Guide Day 1-3

#### Standard Assessment

- Instructions to assign I-Ready Standards Mastery

### RL.CI.2.2

#### Raz-Kids

- Graphic Organizer- Retell chart
- Graphic Organizer- Sequence Events Chart
- Graphic Organizer- Sequence Event Chart 2
- Graphic Organizer- Story Mapping
- Graphic Organizer- Character Flower

#### ReadWorks

- ReadWorks- The Hen That Laid Golden Eggs

## **I-Ready**

### Prerequisite

- Retell Stories- Level A

### Teacher Instruction

- Retell Text- Level B
- Retell- Gradual Release Day 1-3
- Retell- Gradual Release- Teacher Guide Day 1-3

### Tools For Instruction

- Retell Details and Events
- Use Words that Show Relationships in Time and Space

### Standard Assessment

- Standard Mastery- Sequence of Events

## **RL.IT.2.3.**

### Prerequisites

- Describing Characters Prerequisite
- Describing Characters Prerequisite Teacher Guide

### Teacher Instruction

- Describe Characters- Level A
- Describe How Characters Act- Level B
- Describe How Characters Act Gradual Release- Teacher Guide Day 1-3
- Describe How Characters Act-Gradual Release- Day 1-3

### Tools For Instruction

- Understand Characters
- New Word Meaning

### Standard Assessment

- Instructions to assign I-Ready Standards Mastery

### End of Unit Assessment

- Unit 1A
- Teacher Observation

- Think/ Pair/ Share
- Anecdotal Records
- Class Discussion
- Student Oral Response
- Foundations
- Heggerty
- Anchor Charts
- Daily 5 CAFE
- Mentor Text
- **R.L.CR.2.1.**
  - *First Day Jitters* by: Julie Danneberg
  - *Baghead* by Jarrett J. Krosoczka
  - *Jabari Jumps* by Gaia Cornwall
- **R.L.CI.2.2.**
  - *Lupe Lopez Rock Star Rules* by E.E. Charlton-Trujillo and Pat Zietlow Miller
  - *The Legend of the Blue Bonnet* by Tommy DePaola (HG)
  - *The Ant and The Grasshopper* by Luli Gray
- **R.L.IT.2.3.**
  - *Enemy Pie* by Derek Munson
  - *The Name Jar* by Yangsook Choi
  - *The Paper Bag Princess* by Robert Munsch

**Equipment Needed:**

- Teacher computer
- Student Chromebooks
- Projector



## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 1B -Diving Deeper into Informational Text

**Target Course/Grade Level:** ELA / Grade 2

**Unit Summary:** This unit will focus on developing students' comprehension and analysis skills when encountering informational texts. Students will delve into the content, ask thoughtful questions, and identify the author's central purpose.

**Approximate Length of Unit:** 4 Weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **LANGUAGE:**

- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### **READING:**

- **RI.CR.2.1.-** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RI.CI.2.2.-** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RI.IT.2.3.-** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

#### **WRITING:**

- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
  - A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
  - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
  - C. Use transitional words to manage the sequence of events.
  - D. Use concrete words and phrases and sensory details to convey experience and events.
  - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
  - A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

#### **SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

**Interdisciplinary Connections and Standards:**

**Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Science:**

- **3-LS3-2** Use evidence to support the explanation that traits can be influenced by the environment.

**Computer Science and Design Thinking:**

- **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.

**Unit Understandings:**

*Students will understand that...*

- Rhyming words have the same ending sounds.
- Syllables are parts of words that contain a vowel sound.
- Breaking words into syllables helps us read and spell them.
- Blending is putting individual sounds together to form words.
- Segmenting is breaking words into individual sounds.
- Letters represent the sounds we hear in words.
- Understanding phonics helps us read and spell words more easily.
- Practicing phonological awareness and phonics skills helps us become better readers and writers.

### **RI.CR.2.1.**

- informational texts are packed with details, but not all details are created equal.
- asking questions is a powerful tool for unlocking understanding.
- textual evidence is the key to supporting your answers.
- by asking questions, students clarify uncertainties and probe deeper into the content.
- by answering questions, they demonstrate their grasp of essential details and concepts presented in the text.

### **RI.CI.2.2.**

- they will be able to identify the central topic and explain how specific paragraphs contribute to the main topic.
- we effectively retell information from a text, both orally and in writing.

### **R.I.IT.2.3**

- we identify a historical, scientific, or sequential text.
- evidence from a text shows how ideas and events are connected within a text.

### **Unit Essential Questions:**

#### **RI.CR.2.1.**

- How can we ask and answer such questions as who, what, where, when, why, and how?
- What specific detail can you find in the text that supports your answer?

#### **RI.CI.2.2.**

- How can we effectively retell information from a text, both orally and in writing?
- What is the main topic of the text and in specific sections?

#### **R.I.IT.2.3**

- How can we identify a historical, scientific, or sequential text?
- What evidence from the text shows how these ideas are connected?

### **Knowledge and Skills:**

*Students will know...*

#### **RI.CR.2.1.**

- how to make connections (text to text/self/world).
- **Who/What/Where/When/Why/How:** (Students should be familiar with basic question words to inquire about the text.)
- how to identify text features.
  - Titles
  - Headings

- Captions
- Pictures
- Diagrams
- how to identify the main topic of a short text.
- how to identify key details.
- how to determine fact vs. opinion.

**RI.CI.2.2.**

- transitional words.
- main idea & key details.
- how to distinguish between important vs. unimportant details from a text.
- how to paraphrase.
- how to identify the beginning, middle, and end of stories and order events chronologically.
- the difference between fact vs. opinion.

**R.I.IT.2.3**

- sequencing.
- understand cause and effect relationships.
- and understand text structure.
- how to include text evidence when answering a question.
- historical events.

*Students will be able to...*

**RI.CR.2.1.**

- ask relevant questions before, during, and after reading informational texts.
- locate and identify key details within informational texts to answer comprehension questions.
- use textual evidence to support their answers.
- ask and answer questions such as who, what, where, when, why, and how.

**RI.CI.2.2.**

- identify key details.
- determine the main topic of a multiparagraph text.
- recount information from the text, orally and in writing form.

**R.I.IT.2.3**

- describe and identify historical events, scientific ideas or concepts, or steps in a sequence within a text.
- describe connections between historical events, scientific ideas or concepts, or steps in a sequence text within a text.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete the I-Ready Standard of Mastery after the completion of students learning the new standard. Once the students have completed all the standards under Unit 1 they will complete an end-of-unit assessment containing a passage and questions from I-Ready.
- Instructions to assign I-Ready Standards Mastery
- End of unit assessment: Unit 1B
- Nonfiction Retelling Rubric
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.

- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.

#### **Content Differentiation:**

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

#### **Process Differentiation:**

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

#### **Product Differentiation:**

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

#### **Additional Considerations:**

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

## ***RESOURCES***

#### **Teacher Resources:**

- Unit 1B: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library
- Rubrics
- UFLI Printable Resources (including printable Decodables)

**RI.CR.2.1.**

- I-Ready-Teacher Tool Box

Prerequisites

- Asking Questions Teacher Guide
- Asking Questions
- Tools For Instruction Key Ideas and Details
- Tools For Instruction Use Context To Find Word Meaning

Teacher Instruction

- I-Ready Identify Relevant Details Level B
- I-Ready Answer Questions About Relevant Details-Level A
- I-Ready Gradual Release Day 1-3
- I-Ready Teacher Guide for Gradual Release Day 1-3

Standard Assessment

- Instructions to assign I-Ready Standards Mastery

**RI.CI.2.2.**

I-Ready

Prerequisite

- Find The Main Topic- Level A
- Main Topic
- Main Topic- Teacher Guide

Teacher Instruction

- Identify The Central Idea - Level B
- Finding The Main Topic - Gradual Release Day 1-3
- Finding The Main Topic- Gradual Release- Teacher Guide- Day 1-3

Tools For Instruction

- Main Idea and Key Details

Standard Assessment

- Instructions to assign I-Ready Standards Mastery

**R.I.IT.2.3**

I-Ready

Describing Connections Between Historical Events

Prerequisites

- Describe Connections Between Events - Level A



- [Describing Connections](#)
- [Describing Connections- Teacher Guide](#)

#### Teacher Instruction

- [Describing Connections Between Historical Events- Gradual Release Day 1-3](#)
- [Describing Connections Between Historical Events- Gradual Release- Teacher Guide Day 1-3](#)

#### Tools for Teaching

- [Sequence of Events](#)
- [Understand Base Words](#)

### **Describing Connections Between Scientific Ideas**

#### Prerequisites

- [Describe Connections Between Ideas- Level A](#)

#### Teacher Instruction

- [Describing Connections Between Scientific Ideas-Gradual Release- Day 1-3](#)
- [Describing Connections Between Scientific Ideas - Gradual Release- Teacher Guide- Day 1-3](#)

#### Tools for Teaching

- [Cause and Effect](#)
- [Shades of Meaning](#)

### **Describing Connections Between Steps**

#### Prerequisites

- [Describe Connections Between Steps - Level B](#)

#### Teacher Instruction

- [Describing Connections Between Steps- Gradual Release - Day 1-3](#)
- [Describing Connections Between Steps- Gradual Release-Teacher Guide- Day 1-3](#)

#### Tools for Instruction

- [Sequence of Events](#)

#### Raz-Kids (Sequence)

- [Sequence of Events- Teacher Lesson Plan](#)
- [Sequence of Events- Model Passage](#)
- [Sequence of Events- Practice Practice](#)
- [Sequence of Events - Independent Practice](#)

#### End of Unit Assessment

- [I-Ready Interim Assessment](#)

- I-Ready Interim Assessment- Teacher Guide
- End of Unit Assessment Unit 1B
- Teacher Observation
- Think/ Pair/ Share
- Anecdotal Records
- Class Discussion
- Student Oral Response
- Foundation
- Heggerty
- Anchor Charts
- Daily 5 CAFE

Mentor Texts:

**RL.CR.2.1.**

- *What if You Had Animals Ears?* By Sandra Markle
- *Celebrating Day of The Dead!* By MArisa Orgullo

**RI.CI.2.2.**

- "IVAN" The Remarkable True Story of the Shopping Mall Gorilla
- One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia (AAH)

**R.I.IT.2.3**

- From Peanuts to Peanut Butter By Robin Nelson (can be found on Epic)
- School: Then and Now by Robin Nelson

**Equipment Needed:**

- Teacher computer
- Student Chromebooks
- Projector

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Writing**

**Unit Title:** Narrative: Making Small Moments Big

**Target Course/Grade Level:** **Writing/ 2nd**

**Unit Summary:**

In this unit, students will explore who they are and what matters to them by crafting stories about the little moments that make a big impact. They'll write their narratives in a clear sequence throughout a book, then strengthen their writing through revision and re-reading. To bring their stories to life, students will learn how to use their senses to describe the scenes and actions. They'll also build their vocabulary with new adjectives to capture their characters' feelings and explore punctuation to make those emotions shine for their readers.

**Approximate Length of Unit:** Unit 1: Bend I: 3 weeks; Bend II: 3 weeks; Bend III: 2 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
  - A. Write legibly and with sufficient fluency to support composition.
  - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
    - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
    - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.

- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
  - A. Regular, single-syllable words that include:
    - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; I'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.

**READING:**

- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### **WRITING:**

- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
  - A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
  - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
  - C. Use transitional words to manage the sequence of events.
  - D. Use concrete words and phrases and sensory details to convey experience and events.
  - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
  - A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

#### **SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

**Interdisciplinary Connections and Standards:****Computer Science and Design Thinking**

- **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.
- **8.1.2.AP.1:** Model daily processes by creating and following algorithms to complete tasks.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

**Social Studies**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.EconET.1:** Explain the difference between needs and wants.

**Unit Understandings:**

*Students will understand that...*

- setting the scene and introducing the characters, gives readers a clear picture of where and who the story is about.
- event sequencing organizes the events of the story in a logical order, guiding the reader through the beginning, middle, and end.
- dialogue and description bring the story to life through character interactions and descriptions of what's happening and how the characters feel.
- using transitional words and phrases to smoothly connect events and show the flow of time in the narrative.
- sensory details employ concrete language that appeals to the five senses to create vivid descriptions and immerse the reader in the story.

**Unit Essential Questions:**

- Bend 1: How can you use moments from your life to tell stories and write focused narratives?
- Bend 2: How can you bring your story to life through revision?
- Bend 3: What can you learn from mentor authors to make your writing even better?

## **Knowledge and Skills:**

*Students will know...*

- and have experience writing narratives in which they recount two or more sequenced events.
- how to spell single-syllable words with common spelling patterns (CVC, CCVC, CVCe, CVVC, R-controlled).
- how to construct a simple sentence and some compound sentences with the appropriate end mark.

*Students will be able to...*

- use the mentor texts to aid their learning of four different genres and understand and build knowledge around the writer's craft.
- implement the skills they have learned into their own writing pieces.
- acquire academic vocabulary and accumulate academic discourse among their partners and their own writing.
- build the knowledge needed to develop their character, setting, scene, problem, and solution.
- earn the language of the writing process as they are taught to plan, draft, revise, edit, illustrate, and publish their writing
- learn terms related to talking, such as narrator, dialogue, and quotation marks.
- construct personality, traits, relationships, emotions, and actions in characters.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- On-demand narrative writing assessment
- Ongoing conferring and small group notes
- Narrative writing checklist
- Editing checklist
- Writing rubric
- The final narrative writing piece
- Think/Pair/Share
- Independent illustrations
- Graphic organizers
- End of unit assessment

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Graphic organizers:** Provide story maps or sentence starters to help students brainstorm ideas and organize their narratives.
- **Sentence frames:** Offer sentence frames like "First,..." "Then,..." "Finally,..." to guide students through the basic story structure.
- **Shared writing:** Model narrative writing as a class, allowing students to contribute ideas and sentences to a collaborative story.
- **Focus on specific senses:** Start by focusing on one or two senses at a time when describing the setting and actions. Let students choose the senses they feel most comfortable with.
- **Limited vocabulary banks:** Provide students with a word bank of relevant adjectives for describing characters and emotions.
- **Picture prompts:** Use pictures to inspire narrative writing. Students can write stories based on what they see in the picture, encouraging them to use their imagination.
- **Conferences and Feedback:** Provide individual feedback through conferences to address specific needs and celebrate strengths.

## *RESOURCES*

### Teacher Resources:

- Mentor Text
  - The Ring Bearer by Floyd Cooper
  - Roller Coaster by Martha Frazee

### Bend 1

#### Session 1

- Lyrics "We're a Classroom of Writers"
- Anchor Chart- "Looking for a Story Idea?"
- "The Time I Rescued A Spider"
- "The Time My Cat Got Lost"
- "The Time My Brother Fell"
- "The Time I Made My First Basket"



#### Session 2

- Anchor Chart- Writing Small Moments that Matter
- Saki's Story
- “The Time I Rescued a Spider,” 6 Page Booklet

#### Session 3

- Anchor Chart- Small Moment Check-Up
- Anchor Chart- Spelling Toolbox
- Bianca's Ending

#### Session 4

- Anchor Chart- To Make a Story Stir In
- Elyanna's Story
- Kayson's Story
- Isabella's Story

#### Session 5

- Anchor Chart-Shades of Feeling Words
- Anchor Chart- Reread and Revise More
- Elia's Story
- Anchor Chart- Powerful Story Writers
- Jojo's Story

#### Session 6

- Anchor Chart- Our Tools For Spelling
- Veronica's Story

#### Session 7

- Grace's Story
- Anchor Chart- How To Teach A Writing Move
- Tommy's Story
- Leo's Story

#### **Rubrics**

- Work Time Assessment
- Learning Progression for Narrative Writing
- Student Narrative Checklist
- i-Ready Narrative Rubric

#### **Bend 2**

##### Session 1

- Revised Demonstration Text: “The Time Brother Fell”
- Londyn's Story
- Aria's Story
- Work Strip

##### Session 2

- Revised Demonstration Text - “The Time My Brother Fell”
- Gerty's Story: "Skateboard
- Photographs: Pictures of Various Emotions

- 2–1 Ronaldo's Story

#### Session 3

- Photograph: X–ray
- Anchor Chart- Prompts to Show What's Happening on the Inside
- Revised Demonstration Text (Bend II, S3): “The Time My Cat Got Lost,” Pages 1–2
- Derek's Story
- Anchor Chart- Writing Longer Words
- Anchor Chart- Try It Many Ways
- Anchor Chart- Learn A Word

#### Session 4

- Demonstration Text- “The Time My Dad Picked Me Up From School”
- Lyrics: We're a Class of Revisers
- Maggie's Story

#### Session 5

- Demonstration Text: "The Time My Dad Picked Me Up from School"
- Revised Demonstration Text: "The Time My Dad Picked Me Up from School"
- Book of Words I Know In A Snap
- **Veronica's Story**

#### Session 6

- Anchor Chart- Characters Show Us Who They Are By . .
- Revision Strips for Pages 4 and 5 of the Demonstration Text: "The Time My Dad Picked Me Up from School"

#### Session 7

- Photograph: Metal Detectors
- “The Time My Dad Picked Me Up from School,” Page 1
- Revised Demonstration Text: “The Time My Dad Picked Me Up from School,” Page 1
- Demonstration Text: “The Time My Cat Got Lost,” Page 1
- Revised Demonstration Text: “The Time My Cat Got Lost,” Page 1
- BEND II FIG. 7–2 A Writer’s Revised Titles

#### Session 8

Grace's Story: "The Bee Sting"

#### Rubrics

- Student Narrative Checklist

### **Bend 3**

#### Session 1

- Anchor Chart- Story Ideas
- Anchor Chart- Writers Use...Turn The Page
- Derek's Story

### Session 2

- Saki's Story
- Anchor Chart- Tackle A Word!
- Photograph: Galapagos Tortoise

### Session 3

- Work Time Demonstration Text: "Picture Day"
- Work Time Demonstration Text: "The Math Test"
- Work Time Chart: To Create a Mood, Writers . . .

### Session 4

- Work Time Photographs: People Doing Different Actions
- Anchor Chart- Choosing Just-Right Words . . . Dialogue Tags
- Lyrics- We all Look up to Great Authors

### Session 5

- List: Thirty-Seven Most Common Phonograms
- "Hurt Foot"
- Student Story

### Session 6

- Anchor Chart- To Write a Back Blurb
- "The Time My Brother Fell," Back Blurb
- Mentor Text: "Ocean Clean-Up Crew," "About the Author" Page
- Tommy's "About the Author" Page

### Session 7

- Anchor Chart- Edit Your Writing
- 1 Page 1 of Camilla's Story
- Page 1 of Camilla's Story, Edited
- The Rascal R Song
- Gerty's Story: "The Race"
- Anchor Chart- Punctuation Marks Writers Can Choose
- "The Birthday Present"

### Celebration

- BEND III FIG. C-1 Tommy's Story
- BEND III FIG. C-2 Richard's Story

### Rubrics

- Student Narrative Checklist
- Checklist: Editing Checklist

### Equipment Needed:

- Writing center with writing booklets, plus additional paper and writing tools such as pens and pencils
- Revision toolkit(s) - stapler, staple remover, tape, post-its, purple pens, revision strips

- Whiteboards and dry-erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Charts: “Writing Small Moments that Matter,” “Revise By Asking, “How Can I Make This the Best It Can Be?,” “We Can Write Stories Just Like, ‘Ocean Clean Up Crew’”

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 2A- Building Bridges in Text: Structure & Character, Setting, Plot

**Target Course/Grade Level:** ELA / Grade 2

**Unit Summary:**

This unit will be your bridge to a deeper understanding of stories! We'll explore how stories are built and how to use the information within them to unlock the world of characters, setting, and plot. Stories have introductory parts that set the scene and grab your attention, a middle section that builds upon itself with challenges and events, and a concluding part that ties everything together. You'll learn to identify these sections and understand how each one builds upon the last to create a cohesive narrative. By the end of this unit, you'll be a master bridge builder, able to connect the dots of text structure with the characters, setting, and plot to create a complete picture of the story in your mind.

**Approximate Length of Unit:** 4 Weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.

**READING:**

- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.MF.2.6.-** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**WRITING:**

- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information. 🌱
  - A. Introduce a topic clearly.
  - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
  - A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

## **SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### **Science:**

- **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.

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

**Computer Science and Design Thinking:**

- **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.1:** Collect and present data, including climate change data, in various visual formats
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.

**Unit Understandings:**

*Students will understand that...*

- Rhyming words have the same ending sounds.
- Syllables are parts of words that contain a vowel sound.
- Breaking words into syllables helps us read and spell them.
- Blending is putting individual sounds together to form words.
- Segmenting is breaking words into individual sounds.
- Letters represent the sounds we hear in words.
- Understanding phonics helps us read and spell words more easily.
- Practicing phonological awareness and phonics skills helps us become better readers and writers.

**RL.TS.2.4.**

- different ways authors organize their writing.
- beginnings and endings play specific roles.
- ideas connect throughout a text.
- a text’s structure contributes to the development and coherence of the content.
- by describing the structure, readers gain insights into how the author sequences information, develops ideas, and guides the reader through the narrative or informational content.
- they should support their descriptions of the text's structure with evidence from the text itself.

**RL.MF.2.6.**

- pictures and text together to grasp who's in the story, where it happens, and what unfolds.
- by observing details such as landscapes, architecture, weather conditions, and cultural elements that are visually represented, it will enhance the reader's understanding of where and when the story takes place.
- visual cues such as sequential images, action sequences, and changes in scenery or character positions can illustrate the progression of the story and highlight key plot points.
- in digital texts, illustrations may include animations, interactive elements, or multimedia features that provide additional layers of information and engagement.

**Unit Essential Questions:**

**RL.TS.2.4.**

- How does the beginning of the text introduce the story and set the stage for the events to unfold?
- In what ways does the ending of the text conclude the action and provide a resolution to the



- story's conflicts?
- How does understanding the overall structure of a text enhance our comprehension and interpretation of the story as a whole?

**RL.MF.2.6.**

- How can students use information from both the illustrations and words in a text, whether print or digital, to deepen their understanding of the characters, setting, or plot?

**Knowledge and Skills:**

*Students will know...*

**RL.TS.2.4.**

- how a text is organized.
- the role of beginnings and endings.
- how ideas connect.

**RL.MF.2.6.**

- how to identify a character's traits, feelings, and motivations by using clues from both the text and pictures.
- how to analyze details in the words and illustrations to figure out when and where the story takes place.
- how to follow the order of events in the story using both the text and pictures, and explain how those events are connected.

*Students will be able to...*

**RL.TS.2.4.**

- use illustrations and words to uncover who the characters are, where the story takes place, and what happens.
- unpack characters, using clues to figure out their traits, feelings, and motivations.
- analyze details in the text and pictures to understand the setting.
- use both text and illustrations to track the sequence of events and explain how they connect.

**RL.MF.2.6.**

- analyze how a story is built.
- understand how the introduction sets the stage, the ending wraps things up, and each section connects to the one before it.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete the I-Ready Standard of Mastery after the completion of students learning the new standard. Once the students have completed all the standards under Unit 1 they will complete an end-of-unit assessment containing a passage and questions from I-Ready.
- Instructions to assign I-Ready Standards Mastery
- End of Unit Assessments: Unit 2A
- Fiction Retelling Rubric
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Text Feature Detective:** Have students find specific text features in a book using magnifying glasses or drawn ones. Discuss the purpose of each feature they find.
- **Genre Sort:** Let students group books by genre (fiction and nonfiction), discussing how narrative and informational texts are organized differently.
- **Book Sort Activity:** Have students sort books into storybooks and informational books categories, discussing their choices.
- **Feature Scavenger Hunt:** Students search for text features in books, discussing their purposes.

- **Text Type Carousel:** Students rotate through stations with different texts, discussing the features they find.
- **Feature-Based Summarization:** Use text features to help students summarize main ideas, guiding them in extracting relevant information.

**Content Differentiation:**

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

**Process Differentiation:**

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

**Product Differentiation:**

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

**Additional Considerations:**

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

***RESOURCES***

**Teacher Resources:**

- Unit 2A: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness

- Daily 5 Padlet
- ELL Strategy Library
- Rubrics
- UFLI Printable Resources (including printable Decodables)

#### **RL.TS.2.4.**

##### Graphic Organizers

- Story Map
- Retell-A-Story
- Sequence of Events Chart
- Story Book

##### Anchor Chart

- Anchor Chart

##### I-Ready Teacher Instruction

- Describe Parts of the Story - Level B
- Student- Gradual Release- Parts of a Story - Day 1-3
- Teacher Guide- Parts of a Story- Gradual Release- Day 1-3
- Use Words that Show Relationships in Time and Space

##### Raz-Kids

- Stinky Trash - Close Read Passage
- The Little Red Hen

##### Standard Assessment

- Instructions to assign I-Ready Standards Mastery

#### **RL.MF.2.6.**

##### Prerequisite

- Connect Words and Pictures in a Story - Level A
- Tools For Instruction- Connects Words and Pictures
- Listen and Learn- Story Words and Pictures
- Teacher Guide- Listen and Learn- Story Words and Pictures

##### I-Ready Teacher Instruction

- Connecting Words and Pictures- Gradual Release- Day 1-3
- Teacher Guide- Connecting Words and Pictures- Gradual Release- Day 1-3

##### Raz-Kids

- The Tortoise and the Hare Story
- The Fortune Cookie
- The Camel and the Pig

##### Graphic Organizers

- Cause and Effect
- Story Map
- Character Flower
- My Wordless Book
- Text and Illustrations

#### Standard Assessment

- Standard Mastery- Sequence of Events
- 

#### End of Unit Assessment

- Unit 2A
- Teacher Observation
- Think/ Pair/ Share
- Anecdotal Records
- Class Discussion
- Student Oral Response
- Foundations
- Heggerty
- Anchor Charts
- Daily 5 CAFE
- Mentor Text
- **RL.TS.2.4.**
  - "Jabari Jumps" by Gaia Cornwall
  - "Mango Abuela and Me" by Meg Medina
  - "Not Quite Narwhal" by Jessie Sima (LGTBQ/D)
  - The Perfect Nest by: Catherine Friend
- **RL.MF.2.6.**
  - Pancakes for Breakfast by Tomie dePaola
  - Drawn Together Book by Minh Le (AAPI)
  - Lubna and Pebble Dy Wendy Meddour (AAPI)
  - My Rotten Redheaded Older Brother by Patricia Polacco
  - Mice and Beans by Pam Munoz Ryan

#### Equipment Needed:

- Teacher computer
- Student Chromebooks
- Projector

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 2B- Text Detectives: Uncovering Information with Text Features

**Target Course/Grade Level:** ELA / Grade 2

**Unit Summary:**

This unit empowers students to become text detectives! They'll crack the code of text structure, understanding how information is organized and connected. Additionally, they'll unlock the hidden gems within text features like illustrations and charts, learning to use them as tools to locate key facts and gain a richer understanding from the visuals that accompany the written word.

**Approximate Length of Unit:** 4 Weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**


- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.


#### READING:

- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### WRITING:

- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information. 
  - A. Introduce a topic clearly.
  - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
  - A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

#### SPEAKING AND LISTENING:

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### **Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Computer Science and Design Thinking:**

- **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.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.



## **Unit Understandings:**

*Students will understand that...*

- Rhyming words have the same ending sounds.
- Syllables are parts of words that contain a vowel sound.
- Breaking words into syllables helps us read and spell them.
- Blending is putting individual sounds together to form words.
- Segmenting is breaking words into individual sounds.
- Letters represent the sounds we hear in words.
- Understanding phonics helps us read and spell words more easily.
- Practicing phonological awareness and phonics skills helps us become better readers and writers.

### **RI.TS.2.4.**

- texts are organized in different ways depending on their purpose and genre.
- texts have different structures like chronological (step-by-step), cause-and-effect, compare-and-contrast, and problem-solution.
- text features serve different purposes.
- text features like headings, subheadings, bold print, captions, and images highlight important information and make the text easier to navigate.
- it is important to identify and understand the purpose of various text features.
- in digital texts, readers should be aware of additional text features such as hyperlinks, interactive elements, embedded videos, and multimedia content that enhance understanding and engagement.

### **RI.MF.2.6.**

- pictures and diagrams act like partners to the text, explaining and enriching the information.
- visual representations help readers visualize concepts, processes, relationships, and spatial arrangements that are described in the text.
- when explaining how illustrations and images contribute to a text, readers should identify specific examples where visual elements provide evidence or examples that support the textual information.

## **Unit Essential Questions:**

### **RI.TS.2.4.**

- How can students effectively use various text features, such as graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons, to locate and extract key facts or information from non-fiction texts?

### **RI.MF.2.6.**

- How do specific illustrations and images, such as diagrams depicting processes or visual representations of information, enhance understanding and provide clarity to the text being read?

## **Knowledge and Skills:**

*Students will know...*

### **RI.CR.2.1.**

- how to make connections (text to text/self/world).
- **Who/What/Where/When/Why/How:** (Students should be familiar with basic question words to inquire about the text.)
- how to identify text features.
  - Titles
  - Headings
  - Captions
  - Pictures
  - Diagrams
- how to identify the main topic of a short text.
- how to identify key details.
- how to determine fact vs. opinion.

### **RI.MF.2.6.**

- how to identifying text features.
- how to ask questions.
- how to compare texts and visuals.
- how to make connections.
- how to interpret visuals.
- how to utilize images, like diagrams, photographs, and maps, and discuss how each one helps understanding the text.

*Students will be able to...*

### **RI.TS.2.4.**

- identify the main structure of a text (chronological, cause-effect, compare-contrast, problem-solution).
- Explain how the structure helps organize and present information.
- Locate the main idea and supporting details in a text.
- Use headings, subheadings, and bold print to find important information.
- Use captions and labels to understand the meaning of images and figures.
- Interpret charts, graphs, and diagrams to extract key information.
- Navigate glossaries and indexes to find definitions and specific details.
- Utilize icons and electronic menus to locate desired information in digital texts.
- Explain how visual aids (pictures, diagrams) contribute to the understanding of the written text.

**RI.MF.2.6.**

- explain how a specific illustration (e.g., diagram, picture) helps to show what the text describes.
- compare and contrast information presented in the text with the information shown in an image.
- use details from an illustration to clarify a confusing concept explained in the text.
- explain how an image contributes to the overall meaning of the text.
- identify the purpose of an illustration (e.g., to show a process, a character, a specific detail).

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete the I-Ready Standard of Mastery after the completion of students learning the new standard. Once the students have completed all the standards under Unit 1 they will complete an end-of-unit assessment containing a passage and questions from I-Ready.
- Instructions to assign I-Ready Standards Mastery
- End of unit assessment:RI.TS.2.4
- RI.MF.2.6
- Nonfiction Retelling Rubric
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.

#### **Content Differentiation:**

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

#### **Process Differentiation:**

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

#### **Product Differentiation:**

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

#### **Additional Considerations:**

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

## ***RESOURCES***

### **Teacher Resources:**

- Unit 2B: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Toolbox
- Foundations Teacher’s Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library
- Rubrics
- UFLI Printable Resources (including printable Decodables)

### **RI.TS.2.4.**

#### I-Ready

Part 1- Text Features (Caption, Subheading, Bold Print)

#### Prerequisite

- Use Text Features- Level A
- TFI- Use Text Features

#### Teacher Instruction

- Student- Text Features- Gradual Release- Day 1-3
- Teacher Guide- Text Features- Gradual Release- Day 1-3

Part 2- Text Features ( Glossaries, Indexes, Table of Contents)

#### Teacher Instruction

- Student- Text Features- Part 2 - Gradual Release- Day 1-3
- Teacher Guide- Text Features- Part 2- Gradual Release- Day 1-3

#### Raz-Kids

- The Amazing Octopus
- Jane Goodall
- Colosseum

#### Graphic Organizer

- Book Look

#### Standard Assessment

- Instructions to assign I-Ready Standards Mastery

## **RI.MF.2.6.**

I-Ready

Prerequisite

- Use Words and Pictures in a Text - Level A

Teacher Instruction

- Explain How Images Support Text - Level B
- Student- Explaining How Images Support Text- Gradual Release- Day 1-3
- Teacher Guide- Explaining How Images Support Text - Gradual Release- Day 1-3

Raz-Kids

- Venus Flytrap
- Working Under Pressure
- Tree Rings
- Seattle's Gum Wall Problem
- A Real Lice Problem
- 

Standard Assessment

- Instructions to assign I-Ready Standards Mastery

End of Unit Assessment

- RI.TS.2.4
- RI.MF.2.6
- Teacher Observation
- Think/ Pair/ Share
- Anecdotal Records
- Class Discussion
- Student Oral Response
- Foundation
- Heggerty
- Anchor Charts
- Daily 5 CAFE
- Mentor Text

**RI.TS.2.4.**

- Tell Me Why? Zebras Have Stripes By: Susan H. Gray
- Who Eats What? RainForest Food Chains By: Rebecca Pettiford
- Drive Thru: The Story of Sugar By: Shalini Vallepur
- Jellyfish By: Kara L. Laughlin

**RI.MF.2.6.**

- Sharks By: Anne Schreiber

- Tornado By: Jessica Rudolph
- Learn About Clouds By: Golriz Golkar

**Equipment Needed:**

- Teacher computer
- Student Chromebooks
- Projector

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Writing**

**Unit Title:** Chapter Books: Writing Nonfiction from the Heart

**Target Course/Grade Level:** **Writing/ 2**

**Unit Summary:** Second graders will transform into junior researchers and confident authors in this informative writing unit! They'll learn the structure of informative writing, including clear introductions, fact-filled bodies, and strong conclusions. Through engaging activities, students will develop research skills, plan and revise their work, and learn to tailor their writing for different audiences. By collaborating with peers and teachers, second graders will gain the confidence to publish their informative pieces, sharing their newfound knowledge with the world.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **LANGUAGE:**

- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.




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


#### **READING:**

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.TS.2.4.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### **WRITING:**

- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information. 
  - Introduce a topic clearly.
  - Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
  - Provide a conclusion.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

#### **SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

### **Interdisciplinary Connections and Standards:**

#### **Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### **Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Technology:
- **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.1:** Collect and present data, including climate change data, in various visual formats

### **Unit Understandings:**

*Students will understand that...*

- they can compose informative/explanatory texts that examine a chosen topic.
- they can develop a chosen topic with factual information, definitions, concrete details, or other relevant content.
- providing a concluding statement summarizes the main points of the informative text.
- informative/ explanatory writing consists of formulating research questions and utilizing multiple sources to gather information.
- informative/ explanatory writing consists of selecting and integrating relevant information from multiple sources to support their writing.

- informative/explanatory writing, including introducing a topic, developing it with facts and examples, and providing a conclusion.

**Unit Essential Questions:**

- What do writers add and revise in information chapter books to prepare them for publishing?
- What do writers revise in their writing when they consider different audiences?
- How do writers teach in other formats, such as podcasts and videos?

**Knowledge and Skills:**

*Students will know...*

- informative writing involves examining a topic and explaining it clearly for readers.
- a strong informative text starts with a clear introduction that identifies the main topic.
- the body of the writing uses facts, definitions, details, and examples to explain the chosen topic in depth.
- a concluding statement summarizes the key points and leaves the reader with a clear understanding.
- planning helps organize thoughts and information before writing.
- revising allows for strengthening clarity, organization, and accuracy.
- knowing the audience and purpose helps tailor the writing to their needs.
- formulating research questions guides the search for relevant information.
- utilizing multiple sources (books, pictures, etc.) provides a broader understanding of the topic.
- selecting and integrating information from multiple sources strengthens the writing.

*Students will be able to...*

- craft well-organized informative texts that effectively examine a chosen topic.
- write clear and concise introductions that grab the reader's attention and introduce the main subject.
- develop the topic with a variety of factual information, including definitions, concrete details, and relevant examples.
- summarize the key points of their informative text in a clear and well-structured conclusion.
- demonstrate strong proofreading skills by identifying and correcting errors in spelling, capitalization, and punctuation.
- formulate effective research questions that guide their search for relevant information.
- utilize a variety of reliable sources, such as books, pictures, and online resources, to gather comprehensive information.
- critically evaluate and select appropriate information from multiple sources to support their writing.
- publish and share their informative texts with a wider audience, fostering communication and understanding.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment
- Scoring Rubric\_ Information\_ Explanatory Writing, Grade 2.pdf
- Learning Progression\_ Information\_ Explanatory Writing, PreK–3.pdf
- Observational Assessments
- Conferring Checklists
- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Graphic Organizer Activity:** Use a graphic organizer to help students break down their chosen topic into smaller, teachable chunks. Each section can represent a chapter or section of their nonfiction book.
- **"Show, Don't Tell" Activity:** Have students rewrite a section of their writing, focusing on showing the information through visuals (diagrams, graphs) instead of just telling.
- **Author's Showcase:** Students present their published books with clear voices, sharing details about their stories.
- **Feedback Partners:** Students give specific compliments and suggestions to peers about their books.
- **Classroom Library Contributions:** Students add their books to the classroom library, fostering a culture of sharing and appreciation.
- **Picture Prompts:** Display images related to the topic and have students describe what they see in detail, using strong verbs and descriptive adjectives.
- **"Read Aloud & Revise":** Students read their writing aloud to themselves and identify areas that sound awkward or unclear. This helps them self-edit for clarity and flow.

### **Content Differentiation:**

- **Topic Idea Centers:** Create different stations in the classroom with fun activities to help students come up with ideas/topics for their stories. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own writing.
- **Writing Buddies:** Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the

ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

**Process Differentiation:**

- **Learning Stations:** Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- **Choice Boards:** Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

**Product Differentiation:**

- **Illustration Showcase:** Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

**Additional Considerations:**

- **Celebrating Growth:** Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- **Parental Involvement:** Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

## *RESOURCES*

**Teacher Resources:**

- Unit 2: Writing Pacing Guide
- Blend I
- Blend II
- Blend III

**Mentor Texts:**

- Splash! Discover Sea Turtles by Dr. Virginia Loh-Hagan
- Not So Different: What You Really Want to Ask about Having a Disability by Shane Burcaw
- If You Love Robots, You Can Be.... by May Nakamura

**Equipment Needed:**

- “Units of Study in Writing”
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry-erase markers
- Charts/tools from phonics
- Pocket folder for each student

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 3A- Unveiling the Magic & Comparing Stories Across Cultures

**Target Course/Grade Level:** ELA/ Grade 2

**Unit Summary:**

This unit unlocks the magic of storytelling! Students will sharpen their skills to retell and analyze stories, both in speaking and writing. They'll delve into fables and folktales from diverse cultures, uncovering central messages and moral lessons. But the adventure doesn't stop there! They'll become literary detectives, comparing and contrasting different versions of the same story (like Cinderella) to appreciate the unique cultural twists each tale holds. This exploration fosters a love for storytelling, critical thinking, and a celebration of global cultural voices.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.

**READING:**

- **RL.CI.2.2.** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).
- **RL.CT.2.8.-** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**WRITING:**

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

**SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.



- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

#### **Interdisciplinary Connections and Standards:**

##### **Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

##### **Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

##### **Technology:**

- **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.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

## Unit Understandings:

*Students will understand that...*

- Rhyming words have the same ending sounds.
- Syllables are parts of words that contain a vowel sound.
- Breaking words into syllables helps us read and spell them.
- Blending is putting individual sounds together to form words.
- Segmenting is breaking words into individual sounds.
- Letters represent the sounds we hear in words.
- Understanding phonics helps us read and spell words more easily.
- Practicing phonological awareness and phonics skills helps us become better readers and writers.

### **RL.CI.2.2.**

- they can retell a story in their own words, both orally and in writing.
- characters and their actions contribute to the overall story.
- the central message in a story is connected to the real world through discussions or written reflections.

### **RL.CT.2.8.**

- different authors and cultures can tell similar stories in unique ways.
- stories can share core elements like characters, plots, and themes, but have variations in details, settings, and messages.
- comparing and contrasting stories helps them appreciate the creativity and perspectives of different storytellers.
- they can identify similarities and differences in characters, plots, settings, and central messages of different versions of the same story.
- recognizing these variations can deepen their understanding of the overall story and its cultural context.

## Unit Essential Questions:

### **RL.CI.2.2**

- What is the central message in the literary text? (fables and folktales from diverse cultures)

### **RL.CT.2.8.**

- How do different authors' interpretations of the same story (such as Cinderella) reflect their unique perspectives and cultural influences?
- What similarities and differences can be identified when examining various cultural adaptations of a common narrative?

## Knowledge and Skills:

*Students will know...*

### RL.CI.2.2

- how to identify main ideas and key details.
- how to summarize in their own words.
- genre identification, fable vs. folktale.
- how to come to conclusions..
- how to infer the central message or lesson the author is trying to convey.
- how to identify the moral or lesson.
- that fables and folktales often feature stereotypical characters like the wise old owl, the cunning fox, or the helpful fairy. These characters embody certain traits that contribute to the story's lesson.
- animals in fables typically act and speak like humans, making it easier to understand the moral implications of their actions.
- plot.
- conflict and resolution.
- inferring.

### RL.CT.2.8.

- how to identify characters and plot.
- how to identify key details.
- how to find similarities in stories.
- how to find differences in stories.
- how to construct simple explanations for why these adaptations exist (e.g., to reflect local customs or teach different values).
- how to describe the cultural elements they find in the stories.

*Students will be able to...*

### RL.CI.2.2.

- retell the main events of a story (fable, folktale) in their own words, both orally and in writing.
- identify the key characters and their roles in the story.
- explain the sequence of events and how they contribute to the plot.
- articulate the central message or lesson (moral) of the story.
- connect the central message of the story from diverse cultures to their own lives and experiences.
- summarize the story while emphasizing the main ideas and the central message.
- identify details from the text that support the central message.

### RL.CT.2.8.

- analyze how different versions of the same story (e.g., Cinderella) present similar characters, plots, or themes.
- identify and explain variations in details, settings, and messages across these versions.
- compare and contrast the central ideas or lessons conveyed in different tellings of the story.
- explain how cultural backgrounds or authorial choices might influence these variations.

- discuss the impact of these differences on the overall meaning and enjoyment of the story.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment
- RL.CI.2.2.pdf
- RL.CT.2.8 (1).pdf
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Character Trait Comparison Venn Diagram:** Use a chart or venn diagram to compare traits of characters from two stories, highlighting similarities and differences.
- **Story Elements Sort Activity:** Create an activity where students sort cards with elements from both books into categories of "Similar" and "Different".
- **Lesson Detectives:** Turn students into detectives searching for story lessons. After reading together, ask students to share the story's lesson and support it with examples.
- **Discussion Circle:** Create a safe space for students to discuss story meanings. After reading, gather students, ask open-ended questions, and encourage sharing and listening.
- **Theme Treasure Hunt Activity:** Organize a treasure hunt for common themes like friendship or courage in different stories. Students can search for these themes as they read, and when they find examples, they can share them with the class.
- **Comparison Chart Activity:** Provide a chart with two columns labeled "Text 1" and "Text 2". After reading two informational texts on the same topic, students fill in the chart, noting similarities and differences. They support their findings with evidence from the texts.
- **Venn Diagram Discussion:** Using a large Venn diagram, students identify one similarity and one difference between the two texts. They share their findings with the class and continue adding to the diagram as they discuss.

**Content Differentiation:**

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

**Process Differentiation:**

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

**Product Differentiation:**

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

**Additional Considerations:**

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

## *RESOURCES*

**Teacher Resources:**

- Unit 3A: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Toolbox
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- ELL Strategy Library
- UFLI Printable Resources (including printable Decodables)

**RL.CI.2.2.****Raz-Kids**

- Aesop's Fable
- Raz-kids: Aesop's Fables Worksheet
- The Ant and the Grasshopper
  - The Ant and The Grasshopper Questions
- The Elephant and The Ape
- The Elephant and The Ape Questions

- The Empty Pot
  - "The Empty Pot" Worksheet

### **I-Ready**

#### Prerequisite

- Understand The Central Message - Level A

#### Teacher Instruction

- Determine Central Message - Level B
- Determining The Central Message or Theme- Gradual Release- Day 1-3- with extra passage
- Determine The Central Message- Teacher Guide- Gradual Release Day 1-3

#### Tools For Instruction

- Determine Message, Lesson, or Moral

#### Activity

- Story Elements Sort

#### Graphic Organizer

- Graphic Organizer- Story Element Web .pdf
- Character Trait Poster Chart

#### Standard Assessment

#### Instructions to assign I-Ready Standards Mastery

### **Mentor Text**

- "Those Shoes" By: Maribeth Boelts
- "The Name Jar" by Yangsook Choi
- "Last Stop on Market Street" by Matt de la Peña
- The Invisible Boy By: by Trudy Ludwig

### **RL.CT.2.8.**

#### Teacher Instruction

- Student- Comparing and Contrasting- Gradual Release- Day 1-3
- Teacher Guide- Comparing and Contrasting- Gradual Release- Day 1-3
- TFI- Compare and Contrast

#### Graphic Organizer-

- Venn Diagram
- Graphic Organizer- Compare a Character
- Graphic Organizer- Compare a Book

### The Princess and the Pea

- LA PRINCESA AND THE PEA written by Susan Middleton Elya
- The Princess and the Pea

### Little Red Riding Hood

- Lon Po Po by Ed Young
- Little Red Riding Hood by Candice Ransom

### Rapunzel

- Rapunzel by Rachel Isadora
- Rapunzel By: Chloe Perkins
- Rapunzel

### Goldilocks and The Three Bears

- Goldy Luck and the Three Pandas by Natasha Yim, illustrated by Grace Zong
- Goldilocks and the Three Beards

### Standard Assessment

### Instructions to assign I-Ready Standards Mastery

### Mentor Text

- The Golden Sandal: A Middle Eastern Cinderella Story (Epic)
- Adelita A Mexican Cinderella Story by Tomie de Paola
- Cinderella (Classic Version)
- Yeh-Shen: A Cinderella Story from China

### **Equipment Needed:**

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its ● Books
- Chart paper
- Whiteboard
- Expo markers

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 3B-Unveiling Different Angles on the Same Story

**Target Course/Grade Level:** ELA/ Grade 3

**Unit Summary:**

This unit transforms students into information detectives (investigators/researchers) who compare and contrast different takes on the same topic. They'll sharpen their critical thinking skills by asking insightful questions and using the text as their guide to unearth key details. This exploration fosters a deeper understanding of the world and a celebration of different cultural viewpoints.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.



- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
  - **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

#### **READING:**

- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

#### **WRITING:**

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

#### **SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

**Interdisciplinary Connections and Standards:****Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Technology:**

- **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.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

**Unit Understandings:**

*Students will understand that...*

- Rhyming words have the same ending sounds.
- Syllables are parts of words that contain a vowel sound.
- Breaking words into syllables helps us read and spell them.
- Blending is putting individual sounds together to form words.
- Segmenting is breaking words into individual sounds.
- Letters represent the sounds we hear in words.
- Understanding phonics helps us read and spell words more easily.
- Practicing phonological awareness and phonics skills helps us become better readers and writers.

- the same topic can be presented in different ways by different authors or cultures.
- information may have similarities and differences in content, perspective, or emphasis.
- comparing and contrasting information helps them gain a more complete understanding of the topic.
- textual details are essential for understanding the information presented.
- asking thoughtful questions helps them focus on key details and clarify their understanding.
- the text itself is the best source for finding answers to their questions.

**Unit Essential Questions:**

- How do different authors' perspectives and cultural backgrounds influence the presentation of the same informational idea or topic?

**Knowledge and Skills:**

*Students will know...*

- there can be more than one version of the same information.
- different authors or cultures might present the same topic with different details, viewpoints, or importance placed on specific aspects.
- by comparing and contrasting these versions, they can gain a more well-rounded understanding of the topic.
- informational texts are packed with important details that support the main ideas.
- asking focused questions about the text helps them identify and understand these key details.
- they can find the answers to their questions directly within the text itself, by looking for specific details and evidence.

*Students will be able to...*

- identify similarities and differences between two informational texts on the same topic by different authors or from different cultures.
- explain how the information is presented differently (e.g., focus, details, use of language).
- analyze how the author's perspective or cultural background might influence the way information is presented.
- use comparison charts or diagrams to visually represent the similarities and differences between the texts.
- explain how comparing different viewpoints can lead to a more complete understanding of the topic.
- formulate thoughtful questions about key details and concepts presented in the informational text.
- locate specific details and textual evidence within the text to answer their own questions and support their understanding.
- use phrases like "The text says..." or "According to the passage..." to cite evidence from the text when answering questions or explaining their reasoning.
- distinguish between their own ideas and information presented in the text.
- ask clarifying questions to gain a deeper understanding of complex information.

## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment 3B
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Discussion Circle:** Create a safe space for students to discuss story meanings. After reading, gather students, ask open-ended questions, and encourage sharing and listening.
- **Comparison Chart Activity:** Provide a chart with two columns labeled "Text 1" and "Text 2". After reading two informational texts on the same topic, students fill in the chart, noting similarities and differences. They support their findings with evidence from the texts.
- **Venn Diagram Discussion:** Using a large Venn diagram, students identify one similarity and one difference between the two texts. They share their findings with the class and continue adding to the diagram as they discuss.

### Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

### Process Differentiation:

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

**Product Differentiation:**

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

**Additional Considerations:**

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

*RESOURCES*

**Teacher Resources:**

**RI.CT.2.8., RI.CR.2.1.**

Teacher Instruction

- Student- Comparing and Contrasting Two Texts- Gradual Release- Day 1-3
- Teacher Guide- Comparing and Contrasting Two Texts- Gradual Release- Day 1-3

Raz-Kids

- Asthma
- My Asthma Attack
- Paired Book Lesson

Dogs

- Dogs By: Kathryn Stevens
- Dogs at Work

Holidays

- DIWALI By: Hannah Eliot
- Discover Thanksgiving

Elephants

- Elephant Numbers Drop
- Look Who's Talking

Mentor Text

- Rosa Park By: Lisbeth Kaiser and Meet Rosa Park or Rosa Parks: A Kid's Book About Standing Up For What's Right Book by Mary Nhin (AAH)

Standard Assessment

Instructions to assign I-Ready Standards Mastery

**Equipment Needed:**

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard
- Expo markers

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Writing**

**Unit Title:** Finding Awesome Everywhere: Celebrating through Opinion Writing

**Target Course/Grade Level:** Writing/ 2

**Unit Summary:**

Second graders will become "budding opinioners" in this engaging unit! They'll explore the power of expressing their own opinions and learning how to craft clear, persuasive pieces. Through fun activities and

supportive prompts, students will discover how to state their opinion, back it up with facts and examples, and craft a strong conclusion. They'll also participate in discussions and receive feedback, building confidence in expressing themselves as writers. This unit equips them to share their unique perspectives and become articulate learners ready to communicate their thoughts with the world.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.

**READING:**

- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

**WRITING:**

- **W.AW.2.1.** With prompts and support, write opinion pieces to present an idea with reasons or information.
  - A. Introduce an opinion.
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
  - A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

**SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

**Interdisciplinary Connections and Standards:**

**Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Technology:**

- **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.1:** Collect and present data, including climate change data, in various visual formats.

**Unit Understandings:**

*Students will understand that...*

- writing can be used to share our thoughts and feelings about things. Opinion writing helps us express our own ideas on a topic.
- a strong opinion piece starts with a clear statement about what we think or believe.
- we can convince our readers by using facts, details, and maybe even examples to support our opinion.
- planning our writing helps us organize our thoughts and make our opinion pieces even stronger.
- sharing our opinion pieces with classmates helps us learn from each other and improve our writing.

**Unit Essential Questions:**

- How can writers state their opinion/argument with reasons and evidence?
- How can writers write letters in support of their claim, providing facts, evidence, and reasons for the claim?
- How can writers use their knowledge of opinion/argument writing, including supporting claims with reasons and evidence, to write book awards?

**Knowledge and Skills:**

*Students will know...*

- opinion writing allows them to share their thoughts and feelings on a topic.
- a strong opinion piece starts with a clear statement expressing their belief or preference.
- facts, details, and examples are used to convince readers why their opinions matter.
- how to listen respectfully to others' opinions while confidently sharing their own.
- the importance of planning their writing to organize their thoughts and arguments.
- how to find the best words to express themselves clearly and persuasively.
- the value of sharing their work with classmates to receive feedback and improve their writing.

*Students will be able to...*

- clearly state their opinion on a given topic using strong opening statements.
- support their opinions with relevant facts, details, and examples to make their arguments persuasive.
- structure their writing effectively with clear introductions, strong body paragraphs elaborating on their arguments, and impactful conclusions that restate their opinion or encourage action.
- independently plan and organize their writing to present their ideas logically.
- participate in discussions and respectfully share their opinions with classmates.
- utilize feedback from peers and teachers to improve the clarity and effectiveness of their writing.
- present their opinion pieces with conviction, fostering understanding and potentially influencing others.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment
- Scoring Rubric\_ Opinion\_ Argument Writing, Grade 2
- Teacher Checklist\_ Opinion\_ Argument Writing, Grade 2, Color
- Observational Assessments
- Conferring Checklists
- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **"Picture Prompts & Opinions"**: Show students pictures related to a potential theme (e.g., school activities, playtime). In pairs, students discuss what they see and form opinions about the pictures. This helps them practice expressing opinions verbally before writing.
- **"Mind Mapping"**: Students brainstorm ideas related to their writing project using a mind map. Once ideas are down, they discuss which ones best align with their goals and purpose.
- **"Author's Toolbox"**: Students brainstorm different writing techniques authors use (e.g., descriptive words, strong verbs, dialogue). After reading a passage, they identify specific tools the author used and discuss how they enhance the reading experience.
- **Opinion Writing Discussions**: Create a safe space for students to share opinions and reasons in group discussions. Use simple prompts to guide their thinking and encourage everyone to participate.
- **Guided Writing Practice**: Provide guided writing opportunities where students receive support as they work on their own writing tasks. Offer prompts or sentence starters to scaffold their writing and encourage them to apply learned skills independently.
- **Peer Collaboration and Feedback**: Facilitate peer collaboration by pairing students to share and discuss their writing. Encourage them to provide constructive feedback to each other, focusing on strengths and areas for improvement. This promotes a supportive writing community and fosters growth in writing skills.
- **Author's Showcase**: Students present their published books with clear voices, sharing details about their stories.
- **Feedback Partners**: Students give specific compliments and suggestions to peers about their books.
- **Classroom Library Contributions**: Students add their books to the classroom library, fostering a culture of sharing and appreciation.

**Content Differentiation:**

- **Topic Idea Centers:** Create different stations in the classroom with fun activities to help students come up with ideas/topics for their stories. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own writing.
- **Writing Buddies:** Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

**Process Differentiation:**

- **Learning Stations:** Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- **Choice Boards:** Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

**Product Differentiation:**

- **Illustration Showcase:** Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

**Additional Considerations:**

- **Celebrating Growth:** Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- **Parental Involvement:** Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

## *RESOURCES*

**Teacher Resources:**

- Unit 3: Writing Pacing Guide
- Bend I
- Bend II
- Bend III

Mentor Text:

- “1000 Awesome Things” blog by Neil Pasricha
- The Book with No Pictures by B.J Novak (Lexile 490)

**Equipment Needed:**

- “Units of Study in Writing”
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 4A- Stepping into Different Shoes

**Target Course/Grade Level:** ELA/ Grade 2

**Unit Summary:**

This unit equips students with empathy superpowers. They'll see stories through different lenses, acknowledging how characters' unique perspectives influence their experiences and actions. By asking insightful questions and using textual evidence, they'll delve deeper into characters' motivations and gain a richer understanding of the story's plot. Through creative activities and analysis, students become active investigators, unlocking the secrets hidden within the characters' perspectives.

**Approximate Length of Unit:**

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **L.WF.2.1.** Demonstrate command of the conventions of writing.
  - A. Write legibly and with sufficient fluency to support composition.
  - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
    - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
    - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**READING:**

- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.CR.2.1.** Ask and answer questions to demonstrate an understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

**WRITING:**

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

**SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱

- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  - **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
  - **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
  - **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

#### **Interdisciplinary Connections and Standards:**

##### **Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

##### **Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.



**Technology:**

- **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.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs

**Unit Understandings:**

*Students will understand that...*

**RL.PP.2.5**

- stories can be told from different viewpoints, and characters might have different opinions, feelings, and experiences.
- understanding these differences helps them see the story from multiple angles and appreciate the characters' motivations.
- authors use dialogue and character descriptions to reveal each character's unique perspective.

**RL.CR.2.1**

- important details in a story help them understand the characters, plot, and overall message.
- asking thoughtful questions about the text demonstrates their comprehension of these key details.
- the text itself is the best source for finding answers to questions about the story.

**Unit Essential Questions:****RL.PP.2.5.**

- How can we tell that different characters in a story have different points of view?
- Why is it important for readers to consider the viewpoints of multiple characters?
- How does an author use dialogue, narration, or character actions to show these differing viewpoints?

**RL.CR.2.1.**

- How can we ask and answer such questions as who, what, where, when, and why?
- What specific detail can you find in the text that supports your answer?
- How can we use evidence from the text to answer questions about what we read?

**Knowledge and Skills:**

*Students will know...*

**RL.PP.2.5.**

- Stories aren't always told from a single point of view.
- Different characters can have different:
  - **Opinions:** They might disagree on things or see situations from contrasting viewpoints.
  - **Feelings:** Characters can experience joy, sadness, anger, or other emotions differently.
  - **Experiences:** Each character's background and life story shape their perspective.

**RL.CR.2.1.**

- Informational details scattered throughout a story are like hidden clues.
- These details help them understand:
  - **The Characters:** Who they are, what they want, and why they do things.
  - **The Plot:** The sequence of events and how they unfold.
  - **The Overall Message:** The main idea or lesson the story conveys.

*Students will be able to...*

**RL.PP.2.5**

- identify how characters in a story might have different opinions, feelings, and experiences.
- explain how a character's perspective influences their actions and choices within the story.
- read dialogue aloud, using different voices to portray the unique viewpoints of each character.
- discuss how the author uses descriptive language to reveal a character's inner thoughts and feelings.
- analyze how understanding different perspectives enriches their understanding of the story's plot and themes.

**RL.CR.2.1.**

- formulate questions about key details in a literary text, focusing on characters, plot, setting, and themes.
- locate specific details and textual evidence within the story to answer their own questions and support their understanding.
- use phrases like "The story says..." or "This character feels..." to cite evidence from the text when answering questions or discussing the story.
- ask clarifying questions to gain a deeper understanding of complex characters, plot points, or figurative language.
- distinguish between their own interpretations and the information presented in the story

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment: Unit 4A
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks

- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Think-Aloud Reading:** Read aloud, pause to think aloud about who's speaking based on words like "I" or "he/she," then have students practice finding those words in their reading.
- **Illustration Predictions:** Before reading, discuss illustrations to predict the narrator, then compare predictions with the actual narrator after reading.
- **Highlighting Dialogue:** Read aloud, highlight dialogue tags like "said" or "asked," discuss their role in showing who's speaking, then have students find and mark them in their own reading.
- **Detail Listening Activity:** Read the story, prompting students to listen for characters, settings, and major events. Ask questions like "Who is in the story?" and "Where does the story take place?" to help them identify these important details.
- **Engagement Inquiry:** Encourage students to ask questions about the story while reading. Use prompts like "What is happening?" and "Why did the character do that?" to deepen their engagement with the text.
- **Text Exploration Practice:** Guide students to find answers in the text and illustrations. Use questions like "When did this happen?" and "How did the character solve the problem?" to help them understand the sequence of events and character actions.
- **Reason-Point Puzzle:** Create a puzzle activity where students match reasons provided in the text with the main points they support. This hands-on approach helps them see how reasons fit together to support the main ideas.
- **Supporting Points Showcase:** Give each student a sticky note with a question prompt like "Why is this important?" or "How does this reason help us understand the main idea?" As they read a passage or story, they jot down their responses on the sticky note and share with the class how they think the author's reasons support the points in the text.
- **Picture Detective:** Provide students with magnifying glasses or binoculars (paper cutouts can work too) and ask them to carefully observe the illustrations in a book. They can jot down or verbally share what they see happening, where it's happening, and who is involved based on the pictures.
- **Word Explorer:** Guide students to focus on reading the words in the text to understand the story's details, events, and descriptions. Use activities like word hunts where students search for specific words or phrases related to the story's details and events.
- **Picture-Word Match-up:** Give students a set of picture cards and corresponding text excerpts from a story. Ask them to match each picture with the text that describes it. Encourage discussions about how the pictures and words together tell the story and how they might differ in conveying information.
- **Picture Detective:** Provide students with magnifying glasses or binoculars (paper cutouts can work too) and ask them to carefully observe the illustrations in a book.
- **Word Explorer:** Guide students to focus on reading the words in the text to understand the story's details, events, and descriptions. Use activities like word hunts where students search for specific words or phrases related to the story's details and events.

**Content Differentiation:**

**Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.

**Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.

**Adapted Activities:** Create different versions of assignments with varying levels of difficulty.

**Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

**Process Differentiation:**

**Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

**Product Differentiation:**

**Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.

**Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

**Additional Considerations:**

**Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

## *RESOURCES*

**Teacher Resources:****RL.PP.2.5.****Prerequisite**

- Who Is Telling The Story?
- Who is Telling the Story? Prerequisite Teacher Guide

**Teacher Instruction**

- Point of View Gradual Release Teacher Guide Day 1-3
- Student- Point of View- Gradual Release Day 1-3

**Raz-Kids**

- Narrative Point of View Lesson Plan
- Model Passage
- Paired Passage
- Independent Practice 1
- Independent Practice 2

### **Standard Assessment**

- Instructions to assign I-Ready Standards Mastery

### Mentor Text

- *The Day the Crayons Quit* by Drew Daywalt
- Goldilocks and the Three Bears by Lesley Sims
- *Same, Same But Different* by Jenny Sue Kostecki-Shaw

### **RL.CR.2.1.**

### Graphic Organizer

- Ask and Answer Questions
- Story Map
- Text to Self

### Raz-Kids

- The Boy That Cried Wolf
- Chompy the Robot Dog
- A Spider's Scheme
  - A Spider's Scheme Questions

### **Standard Assessment**

- Instructions to assign I-Ready Standards Mastery

### Mentor Text

- That's Not My Name! By: Anoosha Syed
- It's Okay to Be a Unicorn - by Jason Tharp

### **Equipment Needed:**

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Reading**

**Unit Title:** 4B- Unveiling the Author's Why and How

**Target Course/Grade Level:** ELA/ **Grade 2**

**Unit Summary:**

This unit equips students with the skills to understand why and how informational texts are written. They'll become purpose sleuths, uncovering the author's main goal – is it to explain, answer, describe, or explore? They'll also develop logic superpowers, following the author's reasoning like a roadmap. By seeing how reasons and evidence connect, students will gain a deeper understanding of the key ideas in any informational text. Through graphic organizers and creative analysis, they'll become active investigators, uncovering the author's intent and following the path of logic that builds a strong and informative text.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.2.1.** Demonstrate command of the conventions of writing.
  - A. Write legibly and with sufficient fluency to support composition.
  - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
    - a. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

- b. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.
- **L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - B. Compare formal and informal uses of English.
  - **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### **READING:**

- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

#### **WRITING:**

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

#### **SPEAKING AND LISTENING:**

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

#### **Interdisciplinary Connections and Standards:**

##### **Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

##### **Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

##### **Technology:**

- **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.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs



## Unit Understandings:

*Students will understand that...*

### **RI.AA.2.7.**

- authors write with a specific goal, such as explaining a concept, answering a question, describing a process, or exploring a new idea.
- understanding this purpose helps them see the bigger picture of the text and what the author wants them to learn.
- authors don't just state facts – they use logic like a bridge. They provide reasons (explanations) to support the main points they want to make.

### **RI.PP.2.5.**

- by following these connections between reasons and evidence, students can understand the author's thinking and how they build their arguments.
- recognizing both the author's purpose and the supporting reasons strengthens their understanding of the overall message in the text.

## Unit Essential Questions:

### **RI.AA.2.7.**

- What are the main points the author makes, and what reasons or evidence do they use to support them?
- How do these reasons connect to the main points, and do they create a clear and logical argument?

### **RI.PP.2.5.**

- What is the author's purpose?
- How does knowing the author's main topic and supporting details help me to better understand what I am reading?

## Knowledge and Skills:

*Students will know...*

### **RI.PP.2.5**

- informational texts have a specific reason for being written, like explaining a concept, answering a question, describing a process, or exploring a new idea.
- recognizing the author's purpose helps them understand the main message or goal of the text.

### **RI.AA.2.7**

- authors use reasons and evidence to support the main ideas they present in the text.
- these reasons explain why the author believes something to be true.
- evidence can include facts, statistics, or examples that back up the reasons.

- understanding these connections helps them follow the author's logic and thinking.

*Students will be able to...*

**RI.PP.2.5**

- identify the main reason an author wrote a text (to explain, answer, describe, or explore).
- explain how the author's purpose influences the overall content and structure of the text.
- distinguish between different types of informational texts based on their purpose (e.g., explanation vs. persuasion).

**RI.AA.2.7**

- explain how the author uses reasons and evidence to support specific points in the text.
- trace the logical connections between reasons and evidence used by the author.
- identify key details and evidence that strengthen the author's arguments or explanations.
- explain how understanding the author's reasoning helps them grasp the main ideas of the text.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment- 4B
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments ● Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Think Like a Detective:** Explain that the author is like a detective who has something to share (the purpose) and uses clues throughout the text (details) to reveal it
- **Connect to Real Life:** Ask students, "Why do we write things?" Discuss purposes like sharing a story (entertain), giving instructions (inform), or persuading someone (persuade). Relate these purposes back to reading.
- **Think-Pair-Share:** After reading a short passage, have students think about the purpose, then discuss it with a partner before sharing with the class.

- **Sorting Games:** Create categories like "inform," "entertain," and "persuade." Students read short passages and sort them based on the author's purpose.
- Author's Purpose Comprehension :The student will identify the author's purpose
- **Questioning Techniques:**Ask open-ended questions that prompt students to explain how specific details support the main idea. Use questions like "Why do you think the author included this detail?" and "How does this information help us understand the main point?"
- **Summarization:** Teach students to summarize paragraphs or sections by identifying the main point and the reasons that support it. Practice summarizing together and then independently.

**Content Differentiation:**

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

**Process Differentiation:**

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

**Product Differentiation:**

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.
- **Additional Considerations:**
- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

## *RESOURCES*

**Teacher Resources:**

**RI.AA.2.7.**

Graphic Organizers

- Cause and Effect .pdf
- Main Idea and Details
- Sum Summary

Raz-Kids

- A Penny for Your Thoughts

- A Penny for Your Thoughts Questions
- More Cities Should Tax Sweet Drinks
- Elephant Numbers Drop .pdf
- Tigers in Trouble
- Backpacks and Your Back
- Gardening

Mentor Text

Raz-Kids

- Bison Came Back (Cause and Effect)
- Oil: A Messy Resource

EPIC

- Little Activists: Help the Honey Bees By: Grace Hansen
- Helping Habitats By: Barbara Webb

### **RI.PP.2.5.**

#### **Prerequisite**

Identifying Reasoning

Identifying Reasons Prerequisite - Teacher Guide

#### **Teacher Instruction**

Identify Author's Purpose - Level B

Author's Purpose - Gradual Release-Teacher Guide- Day 1-3

Determine Author's Purpose

Author's Purpose Gradual Release Day 1-3

#### **Standard Assessment**

Instructions to assign I-Ready Standards Mastery

Mentor Text

- *If the World Were a Village* by David J. Smith
- *Ivan: The Remarkable True Story of the Shopping Mall Gorilla* By G. Brian Karas
- *Who Says Women Can't Be Doctors?* The Story of Elizabeth Blackwell

#### **Equipment Needed:**

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard

## *UNIT OVERVIEW*

**Content Area:** English Language Arts: **Writing**

**Unit Title:** Writing Research-Based Nonfiction

**Target Course/Grade Level:** **Writing/ Grade 2**

**Unit Summary:**

Second graders become junior researchers in this engaging writing unit! They'll start by building a strong foundation through exploring rich, complex texts on various topics. This collaborative experience expands their vocabulary and grasps key concepts. Then, each student chooses a topic that sparks their curiosity. Through observation, research methods, and collaboration, students gather information and hone their descriptive skills. This knowledge then translates into crafting clear and informative texts, complete with introductions, well-developed bodies, and strong conclusions. By sharing research and offering feedback, students learn from each other and gain confidence as writers. The unit culminates with students proudly presenting their finished nonfiction pieces, showcasing their research skills and newfound knowledge!

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

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

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**L.KL.2.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**READING:**

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

**WRITING:**

- **W.AW.2.1.** With prompts and support, write opinion pieces to present an idea with reasons or information.
  - A. Introduce an opinion.
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- **W.IW.2.2.** Write informative/explanatory texts to examine a topic and convey ideas and information. 🌱
  - A. Introduce a topic clearly.
  - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
  - A. Identify audience and purpose before writing.

- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic

**SPEAKING AND LISTENING:**

- **L.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 

**Interdisciplinary Connections and Standards:**

**Social Studies:**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Science:**

- **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.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Technology:**

- **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.1:** Collect and present data, including climate change data, in various visual formats

**Unit Understandings:**

*Students will understand that...*

- nonfiction writing involves learning about a topic and sharing that information clearly with readers.
- we can research many different subjects, choosing something that interests us.
- rich and complex texts are valuable tools for building vocabulary and grasping key ideas.
- observation, along with other research methods, helps gather information about our chosen topic.
- we can express our opinions about a topic, supporting them with facts and details.
- a well-structured nonfiction piece has a clear introduction, a body packed with information, and a strong concluding statement.
- there are many resources available for research, both online and offline.
- writing is a process of planning, drafting, revising, and editing to create the best possible piece.
- presenting our research allows us to share our knowledge and discoveries with others.

**Unit Essential Questions:**

- How do writers take notes on a topic and then use those notes to research?
- How can writers lift the level of their research-based writing and use peer feedback to help them get ready to study a new topic?
- How can writers use their knowledge of forms of texts to enhance their writing?

**Knowledge and Skills:**

*Students will know...*

- nonfiction writing is about learning and sharing information clearly with readers on a chosen topic.
- we can research anything that interests us, not just a specific subject.
- exploring complex texts helps build vocabulary and understanding of big ideas.
- research involves gathering information about a topic through observation and other methods.
- using descriptive language helps capture details and share observations effectively.
- asking questions is essential for exploring a topic deeply and finding answers.
- research can use various resources, both online and offline sources (books, websites, etc.).
- writing is a process: plan, draft, revise, edit - all to create the best possible piece.
- presenting research allows them to share their knowledge and discoveries with the audience.



*Students will be able to...*

- formulate research questions to guide their exploration of a chosen topic.
- utilize a variety of reliable sources, both online and offline, to gather comprehensive information.
- critically evaluate and select relevant information from multiple sources to support their writing.
- effectively record and organize research findings using note-taking strategies.
- craft clear and engaging introductions that introduce the chosen topic and capture the reader's interest.
- develop the body of their nonfiction text with well-organized paragraphs that present factual information, relevant details, and clear explanations.
- incorporate evidence from their research, including citations when appropriate, to support their writing.
- write strong concluding statements that summarize key points and leave the reader with a clear understanding.
- effectively communicate research findings and ideas through collaboration with classmates.
- offer constructive feedback to peers and utilize feedback received to improve their own writing.
- present their finished research projects in a clear and engaging manner, using appropriate visuals and language for the audience.
- independently plan, draft, revise, and edit their writing to enhance clarity, organization, and accuracy.
- demonstrate strong proofreading skills by identifying and correcting errors in spelling, capitalization, and punctuation.
- express themselves confidently in writing, effectively conveying their research findings and knowledge.
- develop a sense of curiosity and a love for learning through the research process.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- End of Unit Assessment
- Scoring Rubric\_ Information\_ Explanatory Writing, Grade 2.pdf
- Teacher Checklist\_ Information\_ Explanatory Writing, Grade 2, Color.pdf
- Observational Assessments
- Conferring Checklists
- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Graphic Organizer Activity:** Use a graphic organizer to help students break down their chosen topic into smaller, teachable chunks. Each section can represent a chapter or section of their nonfiction book.
- **"Nonfiction Scavenger Hunt":** Provide students with different nonfiction books with varying structures (e.g., question-and-answer, how-to). Students explore the books and identify clues about the structure (e.g., headings, numbered steps). They then discuss how the structure helps readers understand the information.
- **"Show, Don't Tell" Activity:** Have students rewrite a section of their writing, focusing on showing the information through visuals (diagrams, graphs) instead of just telling.
- **"Question & Answer Chart":** Students develop guiding questions they want their writing to answer. They then use these questions to organize their research findings and plan the content for different sections of their writing.
- **"Partner Proofreading":** Students swap their writing with a partner and act as "punctuation police." They identify missing or incorrect punctuation marks and suggest improvements to enhance readability.
- **"Good Writing Gallery":** Find examples of good nonfiction writing (age-appropriate books, online articles). Create a "Good Writing Gallery" where students can analyze and discuss what makes these examples so effective.
- **Classroom Library Contributions:** Students add their books to the classroom library, fostering a culture of sharing and appreciation.
- **Picture Prompts:** Display images related to the topic and have students describe what they see in detail, using strong verbs and descriptive adjectives.
- **"Read Aloud & Revise":** Students read their writing aloud to themselves and identify areas that sound awkward or unclear. This helps them self-edit for clarity and flow.

#### **Content Differentiation:**

- **Topic Idea Centers:** Create different stations in the classroom with fun activities to help students come up with ideas/topics for their stories. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own writing.
- **Writing Buddies:** Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

#### **Process Differentiation:**

- **Learning Stations:** Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- **Choice Boards:** Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

#### **Product Differentiation:**

- **Illustration Showcase:** Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

**Additional Considerations:**

- **Celebrating Growth:** Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- **Parental Involvement:** Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

<i><b>RESOURCES</b></i>
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**Teacher Resources:**

- Unit 4: Writing Pacing Guide
- Blend I
- Blend II
- Blend III
- Mentor Text
  - Insects are Awesome by Michael Rae Grant
  - A Dragonfly's Life by Ellen Lawrence (590L) Guided Reading Level K
  - Dung Beetles by Martha E. H. Rustad (490L) Guided Reading Level M

**Equipment Needed:**

- "Units of Study in Writing"
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry-erase markers
- Charts/tools from phonics
- Pocket folder for each student