

Estell Manor School District ELA Curriculum

Grade 2

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Pacing Guide

Units	Anticipated Timeframe
Unit 1: Foundational reading skills, Fluency, Word Study/Vocabulary, Central Message. Literature and Informational text, Conventions, Writing Narratives, Writing about Characters, story events, setting, and details in sequence.	September- October Approximately 25 days
Unit 2: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing	October- November-December Approximately 30 days
Unit 3: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Informational Writing, Narratives, Summarizing, Revise & Edit	January-February Approximately 30 days
Unit 4: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Illustrations to Gain Understanding, Write Narratives, Revise, Edit, & Publish, retell in sequence, Compare and	February-March Approximately 30 days

Contrast.	
Unit 5: Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Write Personal Narratives with the use of sequence and transition words, Revise, Edit, & Publish,	March-April-May Approximately 30 days
Unit 6: Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Opinion Writing , Write to Compare and Contrast, Review, Revise, Edit, & Publish,	May -June Approximately 30 days

Core materials:

Scholastic Leveled books
 Journeys Leveled Readers
 Harcourt Brace leveled readers
 RAZ kids
 Reading Eggs

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 1: Integrated English Language Arts / Grade 2	Duration: 5-6 weeks- Approximately 25 days
Unit Summary: Comprehension and foundational skills will be the focus of this unit. Reading, writing and grammar skills will be developed with main focus on Literature and Poems. Writing to express ideas and emotions through narrative and descriptive styles will complement writing.	
NJ Student Learning Standards: RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	

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

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

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

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

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

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

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

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

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

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

A. Use collective nouns (e.g., *group*).

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

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

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

A. Capitalize holidays, product names, and geographic names.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.2.A. Identify the basic features of a digital device and explain its purpose.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using electronic tools

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

Essential Understanding

- Readers choose just right books and push themselves to read more
- Establish routines, procedures, and expectations for reading time in 2nd grade
- Identify ways to read and talk about books with reading partners.
- Language is the way we communicate with each other and share ideas.
- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves

Essential Questions

- Why is it important to ask questions before, during and after reading?
- How do readers make decisions based on habits, volume and stamina?
- What can partners talk about to grow ideas about their reading?
- Does my writing make sense? Is it complete (beginning, middle, and end)?
- How can I communicate ideas in a way that others will understand.

Evidence of Student Learning

Suggested Performance Tasks: Activities to provide evidence for student learning of content and cognitive skills.	Other Assessments
Using the characters in the story <i>Trouble at the Sandbox</i>, or a story of their choice, student write a new Narrative (Module A <i>ReadyGen</i>) Write a compare and contrast paragraph about two characters the have read about. (Module B <i>ReadyGen</i>)	Formative Assessments • Teacher Observation • Performance Assessments • Project Specific Rubrics • Students' writing Summative Assessments • Tests • Quizzes Benchmark Assessment • Benchmark • Linkit Assessment A • HMH Reading Inventory Alternative Assessments • Wordle of Key Terms • Teacher Observations • Sentence Frames • Class Work/Homework
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Use pictures and story details to describe the characters, settings, and story events. • Understand the components and routines of the readers' workshop model.	<i>Students will be able to ...</i> • Use story elements to help them understand what they are reading

• <i>Make thoughtful book choices.</i> • <i>Think and talk about books with each other to enhance their learning community.</i> • <i>Stay focused on their reading throughout the reading workshop</i> • <i>Have tools to figure out unfamiliar words and demonstrate flexibility in their use of print strategies</i> • <i>Use expression and read with fluency</i> • <i>Help each other to build comprehension, fluency and monitoring</i> • Differentiate between complete sentences and sentence fragments • The first word in a sentence is capitalized	• Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text • Use clues to help them determine the meaning of unfamiliar words • Notice and learn from information presented in pictures or illustrations and information provided by words in the text. • Recall important details and answer questions about the story • Identify illustrations and words in a story to help describe the characters, setting, or plot • Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm • Participate in conversations with peer and adult partners about grade 2 topics
Instructional Plan	
Suggested Activities	Resources
Students share a character description from an independent reading book with a partner	text

Students draw a character from an independent reading book interacting in the community	Paper, crayons, text
Students draw a series of images of something that happen in their reading. They will label using sequence words. Cut the images apart and mix up for partners to put in order using the sequence words to help.	text, art supplies, scissors
Poetry Immersion: Introduce students to poetry using youtube A Poem Is... show the video without the words and students brainstorm what they think. Show them the actual words.	https://www.youtube.com/playlist?list=PL2m1vjiMH_hNQilUiEObsMno6dY2p-CYI
Suggested Websites	
Short reading passages that help focus on comprehension	www.Readworks.org
Catchy rap songs that can be used to engage students	www.flocabulary.com
Students can practice skills using a variety of games and activities.	http://www.starfall.com http://www.abcya.com
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers
- Use visuals

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach concepts
- Build background knowledge
- *cloze* activities
- *iRead* data based small group/ individual instruction

Special Education/504

- Follow all IEP modifications/504 plan
- Use audio books, movies, videos and digital media instead of reading print materials.
- Take more time to complete a task
- Work closely with teacher during completion of activities.

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Unit 2 will address the following 21st Century Life and Careers skills:				
Check all that apply 21 st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
X	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 2: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days
Unit Summary This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. Continued emphasis on evidence -based writing will occur across the narrative and opinion units with a strong focus on writing meaningful, clear constructive responses. Grade level grammar and mechanics is a focus of the unit.	
NJ Student Learning Standards RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	

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

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

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

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

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

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

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

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

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

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

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

Interdisciplinary skills

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources. 21st Century Life and Careers Skills CRP2.Apply appropriate academic and technical skills. CRP4.Communicate clearly and effectively and with reason. CRP12.Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
• Readers will use story elements to understand a story. • Readers will use a variety of comprehension strategies to understand a story. • Readers will use beginning, middle and end to help them understand the story.	• How can the story elements lead to better understanding the story? • How can I use comprehension strategies to help me understand what I am reading? • How can beginning, middle and end help me to understand the story plot?
Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students write a narrative about a character who makes a decision about money. (Module A <i>ReadyGen</i>) Students will write an opinion paragraph about something they want and why they should have it (Module B <i>ReadyGen</i>)	Formative Assessments • Anecdotal Notes • Student Observations • Reading Conferences • Guided Reading Lessons • Strategy Groups • Reader's Notebook Summative Assessments • Tests

	• Narrative Rubric • Opinion Rubric • Module 2 Unit Assessment Benchmark Assessment • Benchmark Alternative Assessments • Draw a Picture to Show Comprehension • ReadWorks.org Reading Level Appropriate assessment • Group Work/Class Discussion Rubric • Response Sentence Starters
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • Identify and understand who the characters are in a story. • Identify and understand where and when the setting is in a fictional story. • Understand and describe major events in their stories, using key details. • Think and talk about characters, setting, problem, and major events. • Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts • Retell to check for understanding and contribute to conversation.	<i>Students will be able to ...</i> • Recall important details and answer questions about the story • Use details to describe characters, settings, and important story events • Describe how the characters react to events and challenges from a variety of genres • Identify illustrations and words in a story to help describe the characters, setting, or plot • Compare and contrast two or more versions of the same story by different authors and cultures • Retell stories to others, including fables and folktales from cultures other than my own

● Use strategies to comprehend and monitor what they read.	● Determine the central message, lesson, or moral of a story, fable, or folktale ● Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
Instructional Plan	
Suggested Activities	Resources
Favorite book covers: Students will create book covers answering questions such as; who, what, where, when, why and how to demonstrate understanding key details in a text. Covers can be displayed throughout the room.	Computers, Writing utensils, Art supplies Various paper types
Reader's Theater: Students will perform stories for their classmates. Students will create props to use to support the characters and setting of their story. Students will understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	Reader's Theater story, props, materials to make the setting and costumes
Create a Comic Strip: Students will create a comic strip using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Use a comic strip to illustrate; problem, solution, character change and resolution.	Various materials to create comic strips
Websites	

Online reading passages with comprehension activities.	https://readtheory.org
Catchy rap songs that can be used to engage students	http://www.flocabulary.com
Short reading passages that help focus on comprehension	https://www.readworks.org
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> <i>*See below for further ways to accommodate and modify</i>	
Suggested Options for Differentiation	
English Language Learners ● Pair with a strong student as a “buddy” ● Explain and teach meaning of figurative language as it come up in text ● miming and roleplay ● personal word walls / word rings	

- Pre-teach key vocabulary
- small group instruction / cooperative learning

Gifted and Talented

- Organize and offer flexible small group learning activities
- problem-solving simulations
- Mini lessons to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

Unit 3 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Unit 3 : Integrated English Language Arts / 1st Grade	Duration: Approximately 30 days
Unit Summary Comprehension skill development will continue in this unit. Writing and speaking using the conventions of English grammar will be emphasized as a response to reading. Summarizing and sequence will be in a focus as well as reading from a multitude of genres including fiction with character study, non-fiction with emphasis on text features to support meaning, and word study to strengthen comprehension and fluency. Daily lessons and activities will teach independent reading strategies, develop vocabulary and build stamina. Continued emphasis on evidence -based writing will occur within narrative and informational writing activities. Students will be required to read and reread closely and research to form meaningful, clear, constructive responses.	
NJ Student Learning Standards RL.2.1.Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2.Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3.Describe how characters in a story respond to major events and challenges using key details. RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7.Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	

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

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

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

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

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

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

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

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

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.

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.

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

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

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

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

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

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

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

2-PS1-4 Events have causes that generate observable patterns.

Technology

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

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

Essential Understandings

Readers will acquire new information, classify and learn new facts through information text.

Non-fiction texts help me to better understand the world around me.

Readers will use nonfiction text features to locate and understand key facts and information.

Essential Questions

- How do readers acquire and understand new facts through reading informational text?
- How do nonfiction text features help us to find, understand and apply information?
- How do readers construct meaning from nonfiction texts?

Evidence of Student Learning

Suggested Performance Tasks: Activities to provide evidence for student learning of content and cognitive skills.	Other Assessments
Students research an american who did something special to help our country. The research should focus on the contributions he or she made. <i>(HMH ReadyGen Module A)</i> Students will design a park and explain how the park will benefit their community. <i>(HMH ReadyGen Module B)</i>	Formative Assessments • Project Specific Writing rubric • Class discussions • Conferencing Summative Assessments • Unit Quizzes • Unit Assessments • Linkit Skill Assessments Benchmark Assessment • Mid year benchmark • Linkit ELA Test B • HMH Comprehension Skills Assessment Alternative Assessments • retell or act out • respond to stories orally • recognize a set of high frequency words • KWLA Chart: Know, Want to Know, Learn, Analyze
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • Use details in an informational text to help me explain the key ideas.	<i>Students will be able to ...</i> • Use illustrations and details in an informational text to explain key ideas

● Think and learn new things when they read nonfiction. ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text ● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. ● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. ● Understand text features and how they help me as a reader	● Use reading strategies to help read and comprehend informational text ● Study and explain how the pictures in a text are helpful in learning more about a topic ● Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently ● Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> ● Identify the main purpose of a text, including what the <i>author wants to answer, explain, or describe</i> ● 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
Instructional Plan	
Suggested Activities	Resources

Organization Detective: Students will work in small groups and research a topic. They organize the information in categories of who, what, where, when, why, and how and create a slideshow presentation.	Anchor chart for Who What Where When Why How
Retweeting: Students will find words in nonfiction texts that they do not know. They create a twitter poster display board and tweet the words. Students make tallies on the board when they find the word in a book they are reading.	Teacher modeling, Anchor chart, Materials for making Twitter bulletin board.
Websites	
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	www.readworks.com
Books read aloud	www.storylineonline.net
Online reading passages with comprehension practice that teachers can monitor.	https://readtheory.org
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i>	

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Increase comprehensible input via visuals, gestures, miming, or roleplay
- word rings
- Pre-lessons
- Total physical response(TPR) activities
- Pre-teach key vocabulary
- teacher modeling
- Cloze activities

Gifted and Talented

- Use centers, stations, or contracts
- Students design questions
- Choice board to extend learning
- Teach cognitive and methodological skills

Basic Skills/Economically Disadvantaged/Students at Risk

- Make use of digital text.
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Think alouds
- Group students in partnerships that will facilitate discussion and collaborative environments
- Model

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.4.	Demonstrate developmentally appropriate navigation skills in virtual environments
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Unit 4: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days
Unit Summary This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and non-fiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension and support writing across genres. Varied types of writing, such as storyboards and myths will be included. Students will also work on sequence in writing. Cross--curricular, evidence- based writing will continue across the narrative and informational writing with a strong focus on writing longer responses.	
NJ Student Learning Standards RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	

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

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

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

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

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

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

Compare formal and informal uses of English.

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

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

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

Interdisciplinary skills

6.1.P.A.1. Demonstrate an understanding of rules by following most classroom routines.

6.1.4.A.1. Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

21st Century Life and Careers skills

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

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
• Language is the way we communicate with each other and share ideas. • Through listening and speaking we will become clear and effective communicators. • Reading is an active process. Reading closely to gather text evidence. This is the key to knowledge and to understanding. • The writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes • We use information to support our thinking • We will enhance our learning by using many resources and by using technology.	• What are my strategies for reading grade level text and how do I know they are working? • How can I learn about people in history and new Ideas by reading and writing? • How can I use a variety of purposes to communicate my ideas in writing and speaking? • What different resources can I use to help me understand my topic better? • How does and I listen and responding to what I hear help me learn? • How can I become a better listener and speaker? • What different types of technology can I use for different purposes?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Student will write a short story about Henry and Chin after read reading <i>The Earth Dragon Awakes</i> describing an adventure the boys might have during the rebuilding of San Francisco after the earthquake. <i>(HMH ReadyGen Module A)</i>	Formative Assessments • Writing project specific rubric • Performance Assessments • Exit Slips • Conferencing

Children will use information the have learn from the selections to write an informative magazine article explaining a natural event. <i>(HMH ReadyGen Module B)</i>	Summative Assessments • Tests • Quizzes • Projects Benchmark Assessment • Reading Benchmark • Linkit Assessment C • HMH Reading Inventory Alternative Assessments • Create a bookmark list facts about a natural event • Diary entry from a character students have read about. • Design a t-shirt that matches the concepts students learned about a natural event .
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • How to use pictures and details in an informational text to help me explain the key ideas. • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text • Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts.	<i>Students will be able to ...</i> • Learn new information about interesting subjects and topics by reading and studying nonfiction texts • Use the text features of nonfiction as clues • Notice the features, details, information, and new words in nonfiction texts

● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts.	● Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense ● Use strategies when they come upon unfamiliar words or phrases, or when something does not make sense
Instructional Plan	
Suggested Activities	Resources
Cause and Effect Matching Game: Students identify cause and effect relationships in the reads. They list cause on one card effect on another. In small groups, they will match each others causes to effects.	Student text, index cards
Students develop question based on their reading of <i>The Earth Dragon Awakes</i> . Then attempt to answer one anothers' questions in a game format.	Post-its, pencils
Websites	
Short teaching videos in all content areas that include interactive quizzes.	www.brainpop.com
Printables, activities and lesson plans	https://www.education.com/games/grammar
Modifications	
Special Education Students / 504 (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Ask clarifying questions
- Paragraph frames
- Create Graphic Organizers with teacher before writing
- Pre-teach key vocabulary
- Modeled and shared writing activities

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- PGroup students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.2.	Create a document using a word processing application.
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Unit 5: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days
Unit Summary: This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, non-fiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross--curricular, evidence- based writing will continue across the narrative and informational with a strong focus on writing longer responses that include the use of time related transitions and sequence words.	
NJ Student Learning Standards	
RL.2.1.Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2.Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3.Describe how characters in a story respond to major events and challenges using key details. RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7.Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10.By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.2.1.Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i>	

to demonstrate understanding of key details in a text.

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

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

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

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

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

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

RI.2.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

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

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

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

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

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

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

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

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

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

SL.2.4.Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

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

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

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

Interdisciplinary skills

LS2.A: Interdependent Relationships in Ecosystems Plants depend on water and light to grow.

(2-LS2-1) Plants depend on animals for pollination or to move their seeds around.

Technology

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.2. Create a document using a word processing application.

21st Century Life and Careers skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Essential Understanding	Essential Questions
• Readers and writers use phonetic principles to read and spell • Research is the process of gaining information from a variety of resources. • Technology is a vehicle for creativity, self-expression, and self-expression, self-production, and publication. • We use information to support our thinking and opinions. • Does my writing make sense? Is it complete (beginning, middle, and end)?	• What are the strategies that readers can use to figure out words that they don't know? • How do the text features help readers understand the information? • How does Punctuation and grammar impact a writer's message.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Think about some of the lessons learned from the reading, <i>Johnny Appleseed</i> : Use what you have, share what you have, and respect	Formative Assessments • Narrative Rubric

nature. Choose of one lessons that you believe is most important and write about your opinion. Include why this is still an important lesson for today's world. (Module A <i>ReadyGen</i>) Write a short story about a pioneer child who shows bravery using ideas and information from the text selections (Module B <i>ReadyGen</i>)	● Opinion Rubric ● Projects ● Class assignments ● Classroom discussion Summative Assessments ● Unit Tests ● Lesson Quizzes Benchmark Assessment ● Benchmark assessment ● Comprehension Skills Assessment (HMH Reading Inventory) Alternative Assessments ● Group Work/Class Discussion ● Teacher Observation ● Verbal Responses ● Student Friendly Rubrics ● Modified Graphic Organizers
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> ● Narrative, Opinion and informational writing attributes ● Respond to questions and suggestions from peers ● With assistance, use digital tools to produce and publish writing ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question	<i>Students will be able to ...</i> ● Differentiate between fiction and nonfiction text ● Form opinions based on information gathered through research and share orally and in writing. ● Answer text based questions after reading and rereading informational text

• Recognize high frequency words • Rule of standard English convention and grammar and understand their importance.	• Find key details about a text and share verbally on in writing • Read grade -level high frequency words with irregular spelling patterns • Supply some facts about the topic and add details • Create written texts for others to read.
Instructional Plan	
Suggested Activities	Resources
Students will practice organizing sentences regarding resources so they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will choose an “All About ...” topic. Students will pair up based on chosen topics and collaborate to write down or type facts they already know about their selected topics. Next, they will brainstorm possible places and ways to research for more information and to fact check before they each begin writing. Once all pairs have completed their writ	Chromebooks, interactive whiteboards, art supplies, mentor text
Websites	
Kid safe search engine	
360-degree virtual tour of landmarks around the world.	www.kidrex.com
Videos, fun facts, and games of various animals and photography	www.google.com/streetview/

Short reading passages that help focus on comprehension	www.Kids.Nationalgeographic.com
Suggested Options for Differentiation	
English Language Learners ● Practice finding subject and verb in text sentences ● Allow for additional wait time for student responses ● Preview lessons ● Create cognate chart	
Gifted and Talented ● Organize integrated problem-solving simulations ● Higher level questioning ● Students design questions ● Choice board to extend learning	
Basic Skills/Economically Disadvantaged/Students at Risk ● iRead small group or individual data based lessons ● Chunk texts ● Graphic organizers ● Use of a <i>Whisper phone</i> or have students read aloud	
Special Education/504 ● Follow all IEP modifications/504 plan ● Pre-teach and model strategies to learn and practice new vocabulary ● Provide differentiated instruction as needed ● Provide students with a study guide before a test or quiz to help them prepare ● Cooperative learning groups	

Unit 6 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.	Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 6: Integrated English Language Arts / Grade 2	Duration: May-June 5-6 weeks
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	Approximately 30 days
Unit Summary: This unit will encompass reading from a multitude of genres to include fiction with the study of story elements, and non-fiction with emphasis on visuals to support meaning, main ideas and topic, details, and author's purpose. Foundational skills and word study will strength comprehension and fluency. Areas of study will include high frequency words and common syllable endings. In addition, attention will be given to grade level conventions. Continued emphasis on evidence- based writing will occur across with a strong focus opinion writing and writing meaningful constructive responses.	
NJ Student Learning Standards	
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	

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

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

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

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

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

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

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

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

A. Compare formal and informal uses of English.

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

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

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Interdisciplinary skills

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

8.1.P.A.2. Navigate the basic functions of a browser.

21st Century Life and Careers Skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

Essential Understandings	Essential Questions
• Learning is an interactive process. • How we communicate changes depending on our audience. • Listening is of equal importance to talking in interpersonal communication. • Technology offers many new platforms for sharing information	• What makes a story effective for its purpose? • How does what you read influence <i>how</i> you should read it? • What are some strategies for building effective oral communication skills.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will write a book review of 68 ways to save the Planet before Bedtime, On Meadow Street, or any leveled reader they have completed. The review should have an Introduction, state an opinion about the book, supply three or more reasons to support the opinion, use linking words to connect reasons to opinion, and provide a conclusion. (Module A <i>ReadyGen</i>) Teacher reads aloud two or three versions of the same fairy tale, myth, or fable. The class brainstorms and records ideas, similarities, and differences on chart paper or whiteboard. The students write an opinion piece stating which is best and supporting it with at least three reasons. The opinion writing should include Introduction, a clearly stated opinion, supply three or more reasons to support the opinion, use linking words to connect reasons to opinion, and provide a conclusion. *Print or	Formative Assessments • Opinion Writing Rubric • Completion of pre-writing graphic organizer • Conferencing • Informal writing samples Summative Assessments • Unit Test • Lesson Quizzes Benchmark Assessment • Benchmark • Linkit Assessment C • Linkit Skills Assessment Alternative Assessments

https://betterlesson.com/lesson/537155/two-versions-of-a-fable-same-summary?from=cc_lesson	• Create a “movie poster” of book to support opinion • Sentence completion • Paragraph frames
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • Rereading a text helps comprehension. • How opinions of texts are supported by details and examples • Good readers go back and read again if something is not clear • Affixes can be added change the meaning of words • Find Main Ideas and details are used to retell • Identify basic similarities in and differences between two texts	<i>Students will be able to ...</i> • Recall story elements using key details and main ideas. • Observe how an author presents facts and recognize important word choice • Understand narrative nonfiction text • Compare and contrast ideas in text • Observe, notice, and collect information about topics • Form opinions and listen respectfully to others' opinions
Instructional Plan	
Suggested Activities	Resources
Students work in pairs to create a Graphic organizer or poster in inform others about Global Warming after finding main ideas and details in a mentor text. (<i>68 Ways to Save the Planet Before Bedtime</i>)	Poster Paper, mentor text, Markers, Crayons, Colored Pencils
Sequence Game: Divide class into groups. Each student randomly receives a card that has a story event on it. They work together to arrange themselves in the correct order based on the event. Extend by having them complete the activity without using words.	Events from a familiar story or text the children have read, written out on index cards.

Play Kahoot to assess students' knowledge about various grade level grammar skills	Kahoot premade of teacher created game, Chromebook/iPad, interactive projector
Websites	
Lessons and online texts	https://betterlesson.com
E books for all subjects and levels that include assessment opportunities.	https://www.getepic.com
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> <i>*See below for additional ways to accommodate and modify</i>	
Suggested Options for Differentiation	
English Language Learners • Teach cognates • Create graphic organizers • Provide <i>cloze</i> paragraphs when students are asked to do longer writing assignments • Build background knowledge • Use visuals	
Gifted and Talented • Set up independent learning opportunities such as research topics of interest	

- Students design questions
- Expand reading bookshelf 'variety of genre'

Basic Skills/Economically Disadvantaged/Students at Risk

- Daily Foundational Skills practice (iRead)
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Make use of cooperative learning groups
- Pre-teach and model strategies to learn and practice new vocabulary