

ENGLISH/LANGUAGE ARTS GRADE 2

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date:	September 23, 2024	Dr. David Gentile
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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K-5 Literacy Program Description and Pacing Guide

The students enrolled in the Ewing Township Public Schools participate in a balanced literacy program that is “grounded in scientifically based reading research which supports the essential elements and practices that enable all students to achieve literacy” (National Reading Panel, 2000). There are three goals of our literacy program: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Balanced literacy can be seen in a classroom with teachers reading aloud and with students participating in: 1) shared reading, 2) guided reading, 3) independent reading and 4) modeled and shared writing. Ongoing formative assessment within a balanced literacy classroom provides data that allow teachers to make sound educational decisions about each individual student in a classroom.

Scope and Sequence for Reading Units of Study:

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Kindergarten	Launching the Reading Workshop and Working with Partners	Reading Fiction	Reading Nonfiction	Reading and Writing Content-Specific Nonfiction
1st Grade	Launching the Reading Workshop and Building Foundational Reading Skills	Reading Fiction	Reading Nonfiction	Writing about Reading (across genres)
2nd Grade	Launching the Reading Workshop and Character Study	Reading Fiction, Fables and Folktales	Reading Nonfiction	Reading and Writing Nonfiction and Reading Poetry
3rd Grade	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop	Reading Fiction, Fables, Folktales and Myths	Poetry Reading and Reading Workshop
4th Grade	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop and Close Reading of Nonfiction Texts	Historical Fiction Close Read and Book Clubs	Student-Directed Book Clubs
5th Grade	Launching the Reading Workshop and Close Reading for Fiction Signposts	Close Reading of Nonfiction Texts and Historical Fiction Book Study	Nonfiction Signposts and Reading and Writing across Genres	Student-Directed Book Clubs

Scope and Sequence for Writing Units of Study:

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Kindergarten	Building Foundational Writing Skills (e.g., letters, names, sight words, etc.)		Fiction Writing and Adding Details	Nonfiction and Poetry Writing
1st Grade	Launching the Writing Workshop and Narrative Writing	Fiction Writing and Adding Details	Nonfiction and Opinion Writing	Poetry Writing
2nd Grade	Building a Writing Community and Adding Details	Fiction Writing	Nonfiction and Letter Writing	Opinion and Poetry Writing
3rd Grade	The Writing Community, the Writing Process and Opinion Writing	Opinion and Expository Nonfiction Writing	Expository Nonfiction and Narrative Writing	Narrative and Poetry Writing
4th Grade	The Writing Community, the Writing Process and Opinion Writing	Opinion and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Poetry Writing
5th Grade	The Writing Community, the Writing Process and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Opinion Writing	Opinion and Poetry Writing

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4. Communicate clearly and effectively and with reason.

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

CRP7. Employ valid and reliable research strategies.

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and the workplace.

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

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

**Section 1: Launching the Reading Workshop,
Reading Fictional Literature
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)**

Why Is This Unit Important?

Launching the Reading Workshop	Reading Fictional Literature
<p>Reading workshop is an instructional framework where a teacher provides a focused mini-lesson on a specific skill or strategy, allots time for students to apply that skill or strategy independently to a student-selected or teacher-assigned text, practices reading strategies/skills in guided reading group, provides feedback to help each student develop in additional areas of need and closes the lesson with a review of the skill or strategy of focus and whole group debriefing.</p>	<p>Fiction is defined as “something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories” (Merriam-Webster).</p> <p>The big ideas included in this unit of study are:</p> <ul style="list-style-type: none"> • There are many genres of fiction, each with its own identifiable features. • Fictional stories, short or long, include common literary elements. • Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

The big ideas embedded in this unit are:

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none">• The structure of the reading workshop is the same across grade levels (mini-lesson, independent practice and direct application, guided reading, closure). Routines must be introduced and practiced to ensure student focus throughout the workshop.• The goal of the daily mini-lesson during the launching units is to introduce and reinforce processes and practices and establish expectations. As this unit progresses, the goal of the mini-lesson will shift to teaching comprehension skills and strategies which students will apply to all units throughout the year.• "To progress as readers, [students] must have ample time to read a lot and they must have texts they can read independently" (Reading and Writing Project). One purpose of the reading workshop is to embed this time for supported independent application into the class period.	<ul style="list-style-type: none">• There are many genres of fiction, each with its own identifiable features.• Fictional stories, short or long, include common literary elements.• Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

Enduring Understandings

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none">• The purpose of the launching readers workshop is to establish routines and procedures within the workshop framework, positively reinforce those routines so they continue throughout the school year and empower students with an enjoyment of self-selected independent reading• Within a workshop classroom, students must be actively engaged in reading on a daily basis.• Formative assessment occurs daily; student reading strengths and needs are assessed through desk-side or small group instruction, and targeted feedback are provided and next steps are established. Research indicates this as a best practice to improve individual student achievement.• The goal for the mini-lessons presented during the reading workshop launch is to establish routines and expectations. The only reading 'skills' or 'strategies' introduced during the launching unit are those that will apply to most or all units of study throughout the school year.	<ul style="list-style-type: none">• Works of literature can be categorized into genres and subgenres.• Works of fiction most often include character, setting, conflict, resolution and theme/central message.• Literary devices and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. Words that authors use (i.e., story language) are often different than conversational/spoken language.

Essential Questions

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> • What are the benefits of the reading workshop model? • What should a student do when he/she is not sure what to do, especially if the teacher is already working with a student or student group? • What is the expectation related to independent reading time? • What is 'reading stamina' and how can one develop his/her reading stamina? 	<ul style="list-style-type: none"> • Why must fiction be approached differently than nonfiction reading? What makes each different? • Must all fictional pieces follow the same exact format (i.e., the plot pyramid)? • How does story language (i.e., literary devices, figurative language, etc.) influence the way a story is read and understood?

Acquired Knowledge: (Students will know...)

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> • Learn the daily structure of Readers Workshop, including transitions between activities and classroom expectations for behavior and participation. • Understand their role in the workshop, such as how to select books, participate in discussions, and manage their reading materials. • How to foster a love of books by exploring different genres and 	<ul style="list-style-type: none"> • Fictional stories contain specific literary elements (i.e., character, setting, key events, central message and <i>conflict/ resolution</i>). • The point of view from which a story, myth, fable or narrative poem is told may change as the work progresses. • There are many subgenres of fiction including, but not limited to, storybooks, poems, fairy tales, fables, folktales, drama and realistic stories.

<p>types of books to develop a positive attitude towards reading.</p> <ul style="list-style-type: none"> • Establish routines and habits that make reading a regular and enjoyable part of their day. • Engage in discussions about the story, including answering questions and sharing thoughts. 	<ul style="list-style-type: none"> • Images and illustrations contribute to and clarify a story. • There is a difference between book language and spoken language. • There is a difference between retelling (i.e., listing of events as they occurred) and paraphrasing (i.e., focusing on only key events). • Different stories often focus on the same central message or theme (i.e., good vs. evil). • To become an independent reader, one must activate and connect to background knowledge, ask and answer questions, infer and visualize meaning, determine what is important and summarize and synthesize learning.
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Acquired Skills:

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> • Understanding the Workshop Routine - Students learn the structure and expectations of the Readers Workshop, including how to transition between activities and the importance of following the schedule. • Building a Reading Stamina - They practice sitting quietly and focusing on reading for longer periods, gradually increasing their reading time. • Choosing Books - First graders learn how to select books that match their reading level and 	<ul style="list-style-type: none"> • Describe the overall structure of a story, including how the beginning introduces the story, the middle includes events that build on each other and the end concludes the action • Utilize a graphic organizer when identifying elements in or extrapolating elements from a fictional story • Ask and answer text-based questions using evidence from the text as support • Identify the narrator of a story, fable, folktale or poem and explain any changes that may take place related to the narrator as the story progresses

<p>interests, fostering independence and engagement.</p> <ul style="list-style-type: none"> • Handling Books - Students are taught how to handle books properly, including how to turn pages gently, hold books correctly, and take care of them. • Listening to Read-Alouds - They develop listening skills and comprehension by listening to their teacher read books aloud, discussing the story, and asking questions. • Predicting and Making Connections - Students make predictions about what will happen next in a story and connect the story to their own experiences. • Recognizing and Using Reading Strategies - Students are introduced to reading strategies and how to apply when reading independently • Retelling Stories - First graders practice retelling stories in their own words to develop their comprehension and sequencing skills. • Participating in Discussions - Students participate in discussions about books, sharing their thoughts, and listening to their peers. • Setting Goals - Students might set personal reading goals with guidance from their teacher, which helps them take ownership of their learning. 	<ul style="list-style-type: none"> • Read and respond to questions related to the different characteristics of the various subgenres of fiction (i.e., discuss, reflect, reading journal) • Use images and illustrations to assist with reading comprehension and to clarify misunderstandings when reading a story • Differentiate between “book language” or the words used by a writer and spoken language used by individuals (i.e., students, friends, etc.) • Summarize stories, including fables and folktales from diverse cultures and determine their theme/lesson or moral • Compare different stories that share the same central message or theme, including fables and folktales from diverse cultures • Apply reading strategies such as connecting to background knowledge, asking questions, inferring meaning, visualizing, determining importance and summarizing and synthesizing
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Instructional Materials:

Launching the Reading Workshop	Reading Fictional Literature
<p>Core:</p> <ul style="list-style-type: none">• Teacher read aloud books• Student book bins• Student notebook• Anchor charts <p>Supplemental:</p> <ul style="list-style-type: none">• Picture Books: Choose high-quality picture books with engaging illustrations and simple, relatable stories. Look for books that have repetitive phrases or predictable patterns to support early readers. During read-aloud sessions, pause to ask questions about the story, predict what might happen next, or connect the story to students' own experiences.• Big Books: for mini-lessons and modeling• Story Sequencing Cards: Provide sequencing cards that depict key events in the story. Students can arrange these cards in order and discuss the beginning, middle, and end of the story.• Family Engagement: Send home copies of the story for families to read together, along with discussion prompts or suggested activities to extend learning beyond the classroom.	<p>Core:</p> <ul style="list-style-type: none">• District-provided units of study• Independent reading books• Guided reading books for small group instruction <p>Supplemental:</p> <ul style="list-style-type: none">• Big Books for mini-lessons and modeling• Learning A-Z: Reading A-Z, Vocabulary A-Z and Raz-Kids (K and 1)• <i>The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support</i> (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Launching the Reading Workshop and Working with Partners	Reading Fictional Literature
<ul style="list-style-type: none">• Whole group/pair reading• Student seating flexibility• Student book choice	<ul style="list-style-type: none">• Refer to the Accomodations in the above link

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Teacher observation and anecdotal records
- Small or large group discussion

Summative:

- A variety of text-based responses (i.e., journals, graphic organizers, highlighting evidence, written response, etc.)

Benchmark:

- iReady Reading Assessment
- Text-based reading and writing quarterly assessment

Interdisciplinary Connections:

- Social Studies
 - Historical fiction or fantasy books can be connected to discussion or instruction in social studies
 - Explore historical settings or events mentioned in the story and compare them to today.
 - Read books about community helpers or civic responsibilities that can tie into lessons about roles in society.

- Science
 - Read stories about animals or nature, then discuss animal behaviors or plant life
 - Explore books about seasons that can lead to discussion about weather patterns and seasonal changes
- Art
 - Students can work with an art teacher to create a book cover or illustrate a favorite or important scene from a book.
 - Students can design their own characters based on descriptions from a story

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade 2. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections:

Launching the Reading Workshop and Working with Partners	Reading Fictional Literature
<ul style="list-style-type: none"> • Back to School Series: Launching Readers Workshop • 6 Tips for launching Reader's Workshop • Getting Ready To Read 	<ul style="list-style-type: none"> • Learning A-Z Login • Read, Write, Think <ul style="list-style-type: none"> ○ Provides educators and students access to the highest quality practices and resources in reading and language arts instruction. • Story Line Online Sponsored by the Actors Guild at <ul style="list-style-type: none"> ○ A professional actor or actress reads a picture book aloud, sharing the illustrations. The words of the text appear at

	the bottom of the screen as the actor reads. Professional actors perform the story as it progresses.
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Suggested Learning Experiences and Instructional Activities:

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> • Share Your Reading Life • Read Alouds - choose engaging and interactive books. <ul style="list-style-type: none"> ◦ During read alouds, pause to ask questions, make predictions, and discuss the story or information in the book • Book Exploration: Allow students time to explore a variety of books in the classroom library. Teach them how to handle books properly, turn pages gently, and explore different genres and topics. • Build Reading Stamina: Begin to build students' reading stamina by gradually increasing the amount of time they spend engaged in independent reading or listening to stories. <ul style="list-style-type: none"> ◦ Chart 1 ◦ Chart 2 	<ul style="list-style-type: none"> • Story Mapping - Use a story map graphic organizer to help students identify key elements of a story, such as characters, setting, problem, and solution. After reading a book, have students fill in the story map to summarize the story. <ul style="list-style-type: none"> ◦ Story Map 1 ◦ Story Map 2 • Character Diaries - After reading a story, have students choose a character and write diary entries from that character's perspective. They can describe events from the story or write about their thoughts and feelings. • Readers Theater - Students read aloud from scripts based on grade-level books or stories, usually in small groups or individually. They don't need to memorize their lines. Can help develop confidence and fluency. <ul style="list-style-type: none"> ◦ Learning A-Z has a selection of Reader's Theatre scripts of various grade levels so you can differentiate. <ul style="list-style-type: none"> ■ Annie Oakley • Predict and Confirm - Before reaching the end of a story, pause and have students make predictions about what will happen next. After reading the end, discuss how their predictions matched or differed from the actual outcome. • Create a New Ending -Read a

	<p>story and then ask students to write or draw a new ending for the story. They can share their endings with the class and discuss how their version changes the story.</p> <ul style="list-style-type: none"> ○ Plot Twist - Ask students to come up with a plot twist or a surprising turn of events for a story they've read. They can write or draw how this twist would change the story. ● Book Comparisons - Read two different books by the same author or with similar themes. Discuss similarities and differences in characters, settings, and plot. Students can draw or write about these comparisons. ● Vocabulary Development - <ul style="list-style-type: none"> ○ Introduce and explain vocabulary during read alouds ○ Teach them to use pictures and surrounding text to infer the meaning of unknown words. ○ Introduce them to similar words that share common prefixes or suffixes to build their vocabulary. ○ Vocabulary 4-Square worksheet ● Book Reviews - Have students write or verbally share a short review of a book they've read, including what they liked or didn't like, and a brief summary. They can also draw a picture related to the book. ● Critical Thinking <ul style="list-style-type: none"> ○ Cause/Effect - Help students understand how one event leads to another. ○ Compare and contrast characters, settings, or events from different stories.
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List of Applicable New Jersey Student Learning Standards for English Language Arts:

Reading Standards for Literature: RL.CR.2.2.; RL.CI.2.2.; RL.IT.2.3.; RL.TS.2.4.; RL.PP.2.5.; RL.MF.2.6.; RL.CT.2.8.

Language Standards for Literature: L.RF.2.3.; L.RF.2.3.F; L.RF.2.4.; L.RF.2.4.A; L.RF.2.4.B; L.RF.2.4.C

Speaking and Listening Standards: SL.PE.2.1.A; SL.PE.2.1.C; SL.II.2.2.; SL.ES.2.3.; SL.PI.2.4.; SL.UM.2.5.; SL.AS.2.6

Section 2: Informational Reading

Pacing 45 Days Every Day for 1 hour

Why Is This Unit Important?

- Nonfiction texts include, but are not limited to: magazines, newspapers, feature articles, posters, poetry, nonfiction picture books and trade books.
- The organizational structure of a nonfiction text (i.e., text features) connects to the text with which it is paired, provides needed information and is helpful to a reader.
- The skills required to read a nonfiction text differ from those required to read fiction.
- In order for one to become an independent reader of nonfiction, one must read actively.

The big ideas embedded in this unit are:

- Nonfiction texts provide real information about the world.
- Non-fiction texts include informational books, biographies, and how-to guides.
- Connections can be made with nonfiction books. This might involve relating facts from a book to their personal experiences or to other things they've learned.

Enduring Understandings:

Students will understand that...

- "Non-fiction books are a way to explore interests, passions and questions" (Allyn & McNally, *The Complete Year in Reading and Writing—Kindergarten*).
- Each genre of nonfiction is organized differently, serves a different purpose and is intended for a specific audience.
- Utilizing the organizational structure of a nonfiction text will help a reader to more fully understand the text and will provide opportunities for the reader to navigate the text more easily.
- Reading nonfiction requires a different skill-set than reading fiction. True comprehension of nonfiction requires a reader to understand the text beyond factual recall. "True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what's important and summarize and synthesize" (Harvey and Goudvis, *The Comprehension Toolkit*).
- In order for true understanding of a nonfiction text to occur, active reading must occur (i.e., annotations in the margins, graphic organizers).

Essential Questions:

- What skills are required to read a nonfiction text? How do those skills differ from genre to genre?
- How do the skills required to read nonfiction differ from those required to read fiction? Why are they different?
- How does one become an independent reader of nonfiction? How does one develop the skills to do so?

Acquired Knowledge: (The students will know...)

- Nonfiction texts provide facts and can be used by a reader to obtain information related to a specific topic or to answer a specific question.
- There are various subgenres of nonfiction texts including, but not limited to, biographies, autobiographies, books about history, social studies, science and the arts and digital media sources on a range of topics.
- In addition to the K-1 knowledge, students will explain how specific illustrations and images (e.g., diagrams, charts) contribute to and clarify a text.
- Multi-paragraph nonfiction texts have a main focus often identified in a heading and each paragraph within the text has its own focus/main idea, which is sometimes specified in a subhead.
- To become an independent reader of nonfiction, one must activate and connect to background knowledge, ask and answer questions, infer and visualize meaning, determine what is important and summarize and synthesize learning.

Acquired Skills:

- Use nonfiction texts to find information on a specific topic or question.
- Read a variety of genres of nonfiction (i.e., read aloud, shared reading, independent reading, etc.)
- Explain the purpose of various nonfiction text features and use text features to aid in reading comprehension (e.g., how specific illustrations and images contribute to and clarify a text).
- Students will identify the main focus of a multi-paragraph nonfiction text, identify the main focus of each paragraph/section within the text and describe logical connections between supporting points and the main topic.
- Apply reading strategies such as connecting to background knowledge, asking questions, inferring meaning, visualizing, determining importance and summarizing and synthesizing

Instructional Materials:

Core:

- Non-fiction books from the Guided Reading bookroom
- Independent reading books
- Social Studies/Science texts
- Trade books
- Non-fiction materials (i.e., magazines, newspapers, posters, Internet, etc.)

Supplemental:

- Learning A-Z: Reading A-Z, Vocabulary A-Z and Raz-Kids (K and 1)
- *The Primary Comprehension Toolkit* (Harvey and Goudvis)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)
- Geodes

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Teacher observation and anecdotal records
- Note-taking and graphic organizers to document main idea and supporting details/evidence (benchmark)
- *The Primary Comprehension Toolkit* rubrics given in each strategy book
- *The Primary Comprehension Toolkit* Master Trackers for whole class and individual student

Summative:

- Written responses (i.e., how-to books, research reports, etc.)
- *The Primary Comprehension Toolkit* “Reflect & Assess” responses from each strategy lesson

Benchmark:

- iReady quarterly assessments
- Text-based reading and writing quarterly assessment

Interdisciplinary Connections:

Reading topics connected to science or social studies content and curriculum

Understanding Communities:

- **Non-Fiction Reading:** Students might read books about different types of communities (urban, rural, and suburban) or different cultures.
- **Social Studies Connection:** Discuss how people live and work in various communities, comparing their daily lives, jobs, and cultural practices. This can include exploring different types of homes, schools, and local government.

Exploring Historical Figures and Events:

- **Non-Fiction Reading:** Books about important historical figures or simple historical events.
- **Social Studies Connection:** Link these readings to basic concepts of history by discussing why these figures are important and what they did. For instance, learning about a historical figure’s contributions and how it impacted their community or society.

Climate Change Opportunities: As per NJDOE, “With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas.” We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade 2. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections:

Websites for Teachers:

- [Learning A-Z](#) Login
- [Kids Sites](#)
 - There are three main categories available when accessing this site: Educational, Fun Sites and Grown Ups. Within each category, there are other links (i.e., Educational - Dinosaurs; Fun Sites - Activities; Fun Sites - Comics; Fun Sites - Stories). From here, teachers can connect to a list of many websites that are interactive and fun.
- [Annenberg Media](#): Teacher professional development and classroom resources across the curriculum
 - This Annenberg Foundation site, devoted to excellent teaching in America's schools, is organized by grade span. The K-4 section contains information on teaching arts, literature and language, mathematics and science.

Websites for K-2 Students and Teachers:

- [National Geographic for Kids](#)
- [Time for Kids](#)
- [Sports Illustrated for Kids](#)
- [NASA for Kids](#)
- [NASA for Educators](#) at
- Videos, either available online or VHS/DVD, highlighting information relevant to nonfiction texts or topics.

Suggested Learning Experiences and Instructional Activities:

- **Fact vs. Fiction** - Read a set of statements about a topic and have students determine which are factual and which are fictional. Discuss the reasoning behind their choices.
 - [Editable Fact vs. Fiction worksheet](#)

- **Fact and Opinion Sorting** - Provide students with a mix of statements and have them sort them into “Fact” and “Opinion” categories. Discuss why each statement
 - [Editable Fact vs. Opinion materials](#)
- **Nonfiction Text Features Hunt** - Read a nonfiction book together and identify key text features such as headings, captions, and bold print. Create a classroom poster highlighting these features and their purposes.
- **Compare and Contrast** - Provide students with two related informational texts (e.g., about two different types of animals). Have them compare and contrast the information using a Venn diagram or a simple chart.
 - [Venn Diagram](#)
- **Labeling Diagrams** - Use diagrams related to various topics (e.g., the parts of a plant or a simple machine). Have students label the different parts and write a sentence or two about each part.
- **Informational Text Summaries** - After reading a short informational text, have students write a brief summary that includes the main idea and a few key details. They can also draw a picture related to the text.
- **Create a Fact Poster** - Students create a poster about a topic of interest. They can include facts, illustrations, and captions. Display the posters around the classroom for a “fact gallery.”
- **“Expert” Talks** - Let students choose a topic they are interested in and prepare a short “expert” talk. They can use books, articles, or their own knowledge to prepare and then share their information with the class.
- **Informational Text Bookmarks** - Create bookmarks that include space for students to write a fact or two about a topic they are learning about. They can use these bookmarks as reference tools while reading.
 - [Bookmark](#)

List of Applicable New Jersey Student Learning Standards for English Language Arts:

Reading Standards for Informational Text: RI.CR.2.1.; RI.CI.2.2.; RI.IT.2.3.; RI.TS.2.4.; RI.PP.2.5.; RI.MF.2.6.; RI.AA.2.7.; RI.CT.2.8.

Language Standards for Informational Texts: L.RF.2.3.; L.RF.2.3.F; L.RF.2.4.; L.RF.2.4.A; L.RF.2.4.B; L.RF.2.4.C

Speaking and Listening Standards: SL.PE.2.1.B, SL.PE.2.1.C, SL.II.2.2., SL.ES.2.3., SL.UM.2.5., SL.AS.2.6

Section 3: Foundational Skills for Literacy Development

Pacing 45 Days Every Day for 1 hour

Why Is This Unit Important?

In 2nd grade, students advance their literacy skills by applying their foundational knowledge to more complex reading and writing tasks. This includes enhancing their reading fluency through more varied texts and developing comprehension strategies to understand and analyze different genres. Additionally, students focus on improving their writing by organizing their thoughts into structured paragraphs, using correct grammar and punctuation, and exploring different writing styles. These skills support their ability to communicate effectively and prepare them for increasingly sophisticated academic challenges. This idea emphasizes the progression from basic skills to more advanced literacy tasks and highlights the integration of reading and writing development.

The big ideas embedded in this unit are:

- **Phonics and Word Recognition:** Students extend their phonics and word recognition skills by exploring more advanced letter-sound relationships and patterns, such as vowel teams, diphthongs, and syllable patterns. They build on their ability to decode and spell multisyllabic words, and work on recognizing a broader range of high-frequency words. This deeper understanding of phonics helps improve reading accuracy, fluency, and the ability to tackle new and unfamiliar words, enhancing their overall reading and writing proficiency.
- **Reading Fluency:** Students enhance their reading fluency by reading with increased expression, accuracy, and appropriate pace across a variety of text types. They focus on developing smooth, fluid reading habits that support greater comprehension and enjoyment of texts. The growth in fluency enables them to engage more deeply with diverse genres and interpret texts with greater understanding.
- **Phonemic Awareness:** Students refine their phonemic awareness by working with more complex phoneme patterns and structures. They enhance their ability to manipulate and analyze sounds in words by blending and segmenting multisyllabic words and identifying and generating rhymes and onset-rime patterns.
- **Contextualizing Phonics Skills:** Students build on their phonics skills by applying their understanding of letter-sound relationships to read and write more complex texts and create written compositions. By integrating phonics skills into a wider range of literacy activities, students strengthen their reading comprehension and writing proficiency.

Enduring Understandings

- Expanding phonics application by applying advanced phonics patterns, including vowel teams, diphthongs, and syllable types, to decode and spell multisyllabic and unfamiliar words with increased accuracy.
- Enhancing reading fluency and comprehension by integrating advanced phonics skills to read a variety of genres with improved fluency, expression, and comprehension, leading to greater reading confidence and independence.

- Develop complex phonemic awareness by blending and segmenting more intricate sound patterns and manipulating phonemes within words to support decoding, spelling, and overall literacy development.
- Understand complex phonics rules and patterns to spell more challenging words correctly, enhancing their ability to write structured, coherent sentences and paragraphs with improved spelling accuracy.

Essential Questions

- How can I apply advanced phonics patterns, such as vowel teams and syllable rules, to decode and spell more complex words?
- What strategies can I use to read smoothly and with expression across different types of texts, and how does this improve my understanding of the text?
- How can I use my phonics skills to help me figure out and write new and unfamiliar words?
- In what ways can blending and segmenting more complex sound patterns support my reading and writing abilities?
- How can understanding and applying phonics rules improve my spelling and help me write more accurately and clearly?
- Why is it important to integrate phonics skills with comprehension when reading and writing, and how does this enhance my overall literacy development?

Acquired Knowledge: (Students will know...)

- How to apply advanced phonics patterns, such as vowel teams, diphthongs, and multisyllabic word structures, to decode and spell more complex words.
- How to blend and segment more intricate sound patterns, including syllable patterns and complex letter combinations, to improve reading and spelling accuracy.
- Recognize and read a broader range of high-frequency sight words and apply their phonics knowledge to read and understand more varied and challenging texts independently.
- How to read with increased fluency, expression, and comprehension across different genres and text types, integrating advanced phonics skills to enhance their overall reading experience.
- How to apply their phonics knowledge to write more complex sentences and paragraphs, using their understanding of advanced letter-sound relationships to improve spelling and construct coherent and detailed written text.
- How to use phonemic awareness skills to assist with reading and writing tasks, including recognizing and manipulating phonemes in more complex word structures.

Acquired Skills:

Phonics and Word Recognition:

Kindergarten	Grade 1* In addition to the Kindergarten skills...	Grade 2* In addition to the K-1 skills...
Recognize and produce the names of most upper- and lowercase letters. (L.RF.K.1.D)	Know the spelling-sound correspondence for common consonant digraphs and blends (e.g. <i>-ll, -ck, -ch, -th, sh-, wr-, st-, pl-</i>). (L.RF.1.3.A)	Recognize and use the full range of consonant letters and letter clusters in the beginning, middle and ending position in words. (L.RF.2.3.)
Understand that there is a relationship between sounds and letters. (L.RF.K.1.B)	Decode regularly spelled one-syllable words (e.g. <i>lock, much, see, rain, slide, bake, bring</i>). (L.RF.1.3.B)	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words (e.g. <i>hop</i> vs. <i>hope, men</i> vs. <i>mean, fell</i> vs. <i>feel, bend</i> vs. <i>bead</i>). (L.RF.2.3.A)
Make connections between words by recognizing letters (<i>bat, big, ball</i>), letter clusters (<i>feat, meat, heat</i>) and letter sequences. (L.RF.K.1.E)	Know final <i>-e</i> (e.g. <i>take, side</i>) and common vowel team conventions for representing long vowel sounds (e.g. <i>rain, day, week, seat, road, show, make</i>). Long vowel sounds are emphasized in first grade. (L.RF.1.3.C)	Know spelling-sound correspondences for common vowel teams (e.g. <i>-ou, -ow, -oo, -oy, -oi, -ai, -ay, -ee, -ea, oa, -ow</i>). (L.RF.2.3.A)
Understand alphabetical order.	Introduce short vowel sounds in words and the letters that represent them (e.g. <i>can, egg, up</i>). (L.RF.1.3.D)	Decode regularly spelled two-syllable words with long vowels (e.g. <i>surprise, remain, needle, baby, paper</i>). (L.RF.2.3.B)
Understand special uses of letters (capital letters, initials). (L.RF.K.3)	Recognize and use other vowel sounds (e.g. <i>oo</i> in <i>moon, look</i> ; <i>oi</i> as in <i>oil</i> , <i>oy</i> as in <i>boy</i> ; <i>ou</i> as in <i>house</i> ; <i>ow</i> as in <i>cow</i> ; <i>aw</i> as in <i>paw</i>). (L.RF.1.3.D)	Decode words with common prefixes and suffixes (e.g. <i>unhappy, carefully, goodness, unbutton</i>). (L.RF.2.3.C)

Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. (L.RF.K.3.A)	Use knowledge that every syllable must have a vowel sound in order to determine the number of syllables in a printed word. (L.RF.1.3.E)	Identify words with inconsistent but common spelling-sound correspondences (e.g. <i>heat</i> vs. <i>head</i> , <i>roll</i> vs. <i>doll</i> , <i>hint</i> vs. <i>hind</i>). (L.RF.2.3.D)
Associate the long and short sounds with the graphemes for the five major vowels. (L.RF.K.3.B)	Decode two-syllable words following basic patterns by breaking the words into syllables (e.g., <i>rabbit</i>). (L.RF.1.3.E)	Recognize and read grade-appropriate irregularly spelled words (e.g. <i>through</i> , <i>eyes</i> , <i>busy</i> , <i>ocean</i> , <i>island</i> , <i>people</i>). (L.RF.2.3.E)
Recognize and use beginning consonant sounds and the letters that represent them to read and write words. (L.RF.K.3.A)	Read words with inflectional endings (e.g. -s, -es, -ed, -ing, -er, -est). (L.RF.1.3.E)	Recognize and use vowel sounds with <i>r</i> (<i>car</i> , <i>first</i> , <i>hurt</i> , <i>her</i> , <i>corn</i> , <i>floor</i> , <i>world</i> , <i>near</i>). (L.RF.2.3.A)
Recognize simple CVC words. (L.RF.K.3.E)	Recognize and read grade-appropriate irregularly spelled words (e.g. <i>said</i> , <i>were</i> , <i>could</i> , <i>would</i> , <i>their</i> , <i>there</i> , <i>through</i> , <i>none</i> , <i>both</i>). (L.RF.1.3.G)	Recognize that some letters have no sound in words (e.g. <i>lamb</i> , <i>light</i>). (L.RF.2.3.G)
Attempt to write words by writing one letter for each sound heard. (L.RF.K.3.A)	Read high-frequency and sight words with frequency and automaticity, e.g., 27 kindergarten and 93 first grade sight words (L.RF.1.3.F)	Recognize and use a large number of phonogram patterns (e.g. VCV, CVCe, etc.). (L.RF.2.3.)
Recognize and use simple phonograms with the VC pattern (-ad, -ag, -an, -am, -at, -ed, -en, -et, ig, -in, -og, -op, -ot, -uf). (L.RF.K.3.E)		Read high-frequency and sight words with frequency and automaticity, e.g., kindergarten, first grade and 84 second grade words (L.RF.2.3.F)
Read high-frequency and sight words with frequency and		

automaticity, e.g., 85 identified sight words (L.RF.K.3.C)		
Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. bat vs. sat, cat vs. can). (L.RF.K.3.E)		

Fluency:

Fluency is defined by the National Institute for Literacy as “the ability to read a text accurately and quickly.” The DRA2 Teacher’s Guide adds, “Good readers read aloud in meaningful phrases with appropriate expression [and] read at an appropriate reading rate with a high percent of accuracy.”

Kindergarten	Grade 1*	Grade 2*
Read emergent-reader texts with purpose. (L.RF.K.4.)	Read grade level texts with purpose and understanding. (L.RF.1.4.A)	Read grade level texts with purpose and understanding. (L.RF.2.4.A)
Read emergent-reader texts with understanding. (L.RF.K.4.)	Read grade level texts orally with accuracy, appropriate rate and expression on successive readings. (L.RF.1.4.B)	Read grade level texts orally with accuracy, appropriate rate and expression on successive readings. (L.RF.2.4.B)
Demonstrate an emerging understanding of words by pointing to and/or tracking words as he/she reads aloud. (L.RF.K.1.A; L.RF.K.1.B)	Demonstrate an understanding of words by pointing to and/or tracking words as he/she reads aloud. (L.RF.1.1.)	Demonstrate an understanding of words by tracking words as he/she reads aloud (L.RF.2.4.B)
Use pictures and text clues in conjunction with the initial letter-sounds of words to confirm or self-correct word recognition and understanding (L.RF.K.4.)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (L.RF.1.4.C)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (L.RF.2.4.C)

*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- *Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (National Institute for Literacy)
- *Diagnostic Reading Assessment, 2nd edition (DRA2)*, Pearson

Suggested Learning Experiences and Instructional Activities:

- **Phonics Pattern Activities:**
 - Vowel Teams and Diphthongs Sorting: Provide students with word cards containing different vowel teams (e.g., ai, ea, oa) and diphthongs (e.g., ou, oi). Have students sort these cards into categories based on their phonics patterns and discuss the patterns they notice.
 - [OY/OI and AW/AU word sort](#)
 - [Vowel Diphthong Sort](#)
 - [Vowel Team Word Sort](#)
 - Word Building with Letter Tiles: Use letter tiles or magnetic letters to build multisyllabic words. Students can create words from different phonics patterns and practice spelling and decoding them.
- **Blending and Segmenting Sound Patterns:**
 - Syllable Splitting Game: Have students clap or tap out syllables in multisyllabic words. Use words from their reading material or create a list of complex words for them to practice.
 - [Word Wall - Syllable Division](#)
 - [Word Wall - Syllable Division with Compound Words and VCCV Words](#)
 - Sound Segmentation Puzzles: Have students clap or tap out syllables in multisyllabic words. Use words from their reading material or create a list of complex words for them to practice.
 - Blend Baseball: Divide the class into two teams. Say aloud a word in parts (syllable by syllable, onset/rime, or phoneme by phoneme). For example, say "/s/ /a/ /t/." If the child that is "up at bat" can blend the word, he or she advances to first base. The next batter comes up, and the game continues just like baseball.
 - Beat the Clock: Show a pre-selected list of words for children. Try to read as many words as possible in a set time.
- **Sight Words**

- Sight Word Bingo: Create bingo cards with high-frequency sight words. As you call out the words, students mark them on their cards, reinforcing recognition and reading practice.
- **Fluency and Expression Practice:**
 - Reader's Theater: Organize a reader's theater activity where students practice and perform short scripts or dialogues. This helps them practice reading with expression and fluency.
 - Use your Learning A-Z login and search Reader's Theater. They have a selection of Reader's Theatre scripts of various grade levels so you can differentiate.
 - Echo Reading: Model reading with expression and fluency, and then have students echo read the same passage, focusing on mimicking the expression and pacing.
- **Phonemic Awareness Activities:**
 - Phoneme Manipulation Activities: Use activities where students substitute, add, or delete phonemes in words to create new words. For example, changing the /b/ in "bat" to /c/ to form "cat."
 - Phoneme Blending and Segmenting Activities: Play games where students listen to a series of phonemes and blend them into words or segment words into their individual phonemes.

List of Applicable New Jersey Student Learning Standards for English Language Arts:

Language Standards - Foundational Skills: Reading Language - Phonics and Word Recognition: L.RF.2.3.; L.RF.2.3.A; L.RF.2.3.B; L.RF.2.3.C; L.RF.2.3.D; L.RF.2.3.E; L.RF.2.3.F; L.RF.2.3.G

Language Standards - Foundational Skills: Reading Language - Fluency: L.RF.2.4.; L.RF.2.4.A; L.RF.2.4.B; L.RF.2.4.C

Reading and Speaking Standards: SL.PE.2.1.A; SL.PE.2.1.B; SL.PE.2.1.C; SL.ES.2.3.; SL.PI.2.4.; SL.AS.2.6.

Section 4: Narrative Writing
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)

Why Is This Unit Important?

This unit will focus on the creation of narrative or fictional 'stories', often inspired by a writer's real life experience.

The big ideas imbedded throughout this unit are:

- Narrative writing is often inspired by one's life experience. When writing an imagined work, a writer's background knowledge serves as inspiration for the fictionalized aspects of a piece.
- The goal of narrative writing is to teach students to write a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- Narrative writing, either personal or fictional, includes literary elements found in fictional reading: character, setting, plot development through a series of events, conflict and resolution and often a lesson or theme.
- Writing with sensory details and a personal or emotional voice engages an audience.
- Narratives should be focused stories or what Lucy Calkins calls "small moments...very focused vignettes."
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentences and the conventions of writing.

Enduring Understandings:

- Writing from one's personal experience or focused on a topic familiar to a writer allows him/her to include true to life detail in a story.
- Visualizing is a skill that enables a writer to add specific detail in a story, especially if that story is focused on an experience or topic familiar to the writer.
- Sensory images, vivid detail and careful word choice (i.e., words of emotion) add powerful elements to storytelling that are easy to include when writing about one's true experience.
- Focusing one's story writing onto small moments enables a writer to focus the story's emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.
- Chronology or sequencing is essential when storytelling.

- Writing is never “done” and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- How does narrative writing differ from expository, prose or poetic writing?
- What is the benefit of writing from one’s personal experience or background knowledge rather than from one’s imagination?
- How can one develop his/her ability to visualize? How can that skill be used to improve one’s writing?
- What is sensory detail? What does it add to a story?
- Why is sequencing important?
- Do writers always write the same way they speak?

Acquired Knowledge:

- Personal narratives are stories inspired by real events; fictional writing may be inspired by events, but have elements that are fictionalized or imagined.
- In addition to the K-1 knowledge, students will know that narratives must include elaborate details (i.e., thoughts, feelings, dialogue) and temporal words and phrases to signal event order.
- A writer must provide elaborate details that include what the narrator did, thought and felt, while providing emotion (i.e., voice) or a personal reaction.
- Closure to a narrative piece is required.

Acquired Skills:

- Create a narrative based on a single, small moment inspired by his/her experience or personal knowledge; elements of the narrative may be fictionalized
- Incorporate cue or transition words to signal event order.
- Use elaborate details and clearly organize them, incorporating temporal words and phrases.
- Incorporate elaborate details that include what the character or narrator did, thought and felt as well as providing emotion or a reaction in narrative writing.
- Create an ending for a narrative piece.
- Read a fictional story and create a “next chapter”, where the writer continues the story in a realistic way and applies his/her knowledge of narrative writing.

NOTE: Specific grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

Instructional Materials:

Core:

- *Being a Writer* (Center for the Collaborative Classroom)
- *Units of Study* (Calkins) and CD-ROM of Resources
- Mentor texts and/or big books
- Trade books

Supplemental:

- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- [Rubric](#)
- Teacher conferences and anecdotal records

Summative:

- Student writing folder or portfolio

Benchmark:

- Assessment tools provided in the *Being a Writer Assessment Resource Book*
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)

Interdisciplinary Connections:

- Students can be encouraged to write about personal experiences or knowledge that connect to topics studied in other classes (i.e., trip to the zoo and animal study, vacation to Philadelphia and a visit to the Liberty Bell, etc.)
- Students can be encouraged to write about shared class experiences or information gathered in the classroom
- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions. [The International Digital Children's Library](#) provides 5,000 different books, including both text and illustrations, representing hundreds of different cultures in hundreds of different languages.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade 2. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections:

- [Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub](#)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Picture books available online to be used as mentor texts
 - [International Children's Digital Library](#)
- Computer use for word processing

Suggested Learning Experiences and Instructional Activities:

Creating a Narrative Based on a Small Moment:

- **Small Moment Stories** - Conduct a mini-lesson on identifying "small moments" versus "big events" and then have students write a short story about a small moment in their life, encouraging them to focus on vivid details and personal experience.

- [Narrative Story Map](#)
- **Moment Mapping** - Have students select a small, memorable moment from their own lives (e.g., a special trip, a fun day at the park). Use a “moment map” graphic organizer to help them outline the beginning, middle, and end of their story, focusing on the details of that single event.
- **Transition Word Practice** - Create a list of common cue or transition words (e.g., first, next, then, finally). Have students practice using these words in sentences or short paragraphs to show the sequence of events.
 - [Transition word list 1](#)
 - [Transition word list 2](#)
- **Sequence Strips** - Provide students with strips of paper that outline events in a story. Ask them to place these strips in the correct order and then use transition words to write a cohesive narrative.
 - [Science Experiment Sequence Story](#)

Elaborating Details and Organizing Events:

- **Detailed Descriptions Activity** - Read a short narrative with rich descriptions and discuss how the author uses details to make the story come alive. Have students choose a scene from their own story and add elaborate details about what the characters did, thought, and felt.

Incorporating Emotions and Reactions:

- [Character Feelings Chart](#) - After reading a story, discuss the emotions of the characters. Have students create a chart that lists different feelings and actions of the characters. Then, they can use this chart to add similar elements to their own narratives.
- [Emotion Wheel](#) - Use an “emotion wheel” with different feelings and ask students to choose a few emotions to incorporate into their stories. They can describe how their characters react to events in their narratives.
- **Character Diaries** - After reading a story, have students choose a character and write diary entries from that character’s perspective. They can describe events from the story or write about their thoughts and feelings.

Creating a Narrative Ending:

- **Ending Choices** - Provide students with different types of story endings (e.g., happy, surprising, sad). Discuss how each ending affects the story, and then have students write their own ending to a given narrative prompt.
- **Ending Challenge** - Have students write a narrative with a specific prompt but leave the story unfinished. Ask them to create a satisfying ending that wraps up the story in a way that makes sense and reflects the characters’ experiences.

Writing a “Next Chapter:

- **Story Continuation Exercise** - Read a popular children's book or a short story and stop at a pivotal moment. Have students brainstorm and write a "next chapter" that continues the story in a realistic and engaging way, applying their knowledge of narrative writing.

Additional Activities:

- **Storytelling Circle** - Engage students in a storytelling circle where each student adds a sentence or two to a shared story. This helps them practice creating coherent narratives and using transitions.
- **Daily Writing Prompts** - Provide prompts that encourage creative thinking and personal connection. Examples include: "Write about a time you had a fun adventure," "Describe a day when something unexpected happened," or "Write a story about a magical creature that visits your town."
- **Story Starters** - Offer sentence or paragraph starters to get students thinking about how to begin their narratives. For instance, "Once upon a time, in a land far away..." or "It was a sunny day when I found..."
 - [25 Second Grade Writing Prompts](#)
- **Peer Writing Buddies and Feedback** - Have students share their narratives with a partner or small group. Encourage them to give and receive feedback on the use of details, transitions, and emotional elements.
- **Revision Stations** - Set up stations where students can focus on different aspects of their writing, such as adding details, checking for punctuation, or improving sentence structure. Rotate students through these stations as part of the revision process.
- **Dialogue Practice** - Teach students how to write dialogue by modeling examples and then having them practice writing conversations between characters in their stories.
- **Create a Comic Strip** - Ask students to create a simple comic strip with a few panels. They can draw the pictures and write short sentences to tell a story across the panels.
- **Personal Narrative Journals** - Give students a journal to write about their own experiences. They can write about a special day, a favorite activity, or a memorable event in their lives.
- **Story Dice** - Use dice with pictures or story elements on them. Have students roll the dice and then use the elements to create and write a story.
 - [Dice Stories](#)

List of Applicable New Jersey Student Learning Standards for English Language Arts:

Writing Standards: W.AW.2.1.; W.NW.2.3.; W.NW.2.3.A; W.NW.2.3.B; W.NW.2.3.C; W.NW.2.3.D; W.NW.2.3.E; W.WP.2.4.; W.RW.2.7.

Language Standards: L.WF.2.1.; L.WF.2.1.A; L.WF.2.1.B; L.WF.2.2.; L.WF.2.3.; L.WF.2.3.A; L.WF.2.3.B; L.WF.2.3.E; L.WF.2.3.G; L.KL.2.1.; L.VI.2.3.

Reading and Speaking Standards: SL.PE.2.1.A; SL.PE.2.1.B; SL.PE.2.1.C; SL.ES.2.3.; SL.PI.2.4.; SL.AS.2.6.

Section 5: Nonfiction and Informational Writing
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)

Why Is This Unit Important?

This unit will focus on the craft of nonfiction and informational writing and will help students develop the skills needed to effectively communicate with an audience.

The big ideas embedded through this unit are:

- The purpose of nonfiction/informational writing is for the writer to draw from what he/she already knows and from what is read or researched.
- The written work must focus on a clear topic and thoughts must be organized logically and coherently.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.
- Strong written works must meet certain criteria (i.e., the opening and closing are evident, the main idea is focused and is supported with details, word choice is appropriate to the task, sentences are evident and Standard English is used effectively).
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- Nonfiction/Informational writing serves one of three purposes:
 - To increase a reader's knowledge of a subject,
 - To help a reader better understand a procedure or process, or
 - To provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using relevant facts, definitions, details, quotations or other information and examples.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the author's purpose when writing a nonfiction or informational piece?
- What differentiates informational writing from other forms of writing (i.e., narrative, poetic, etc.)?

- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- Why is it important to consider audience and purpose when organizing one's writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in informational writing?

Acquired Knowledge:

- In addition to the K-1 skills, students will know that certain text features (i.e., headings, subheads) help to organize and structure nonfiction/informational writing
- Exploring several books or resources (i.e., audio tapes, videos, computer resources, etc.) on a given topic will enable one to gather information and write about a single topic.
- In nonfiction/informational writing, a writer must introduce the topic, use facts and definitions to develop key points, present similar information together using headers to signal groupings (where appropriate) and provide a concluding sentence or section.
- Writers must use Standard English to convey their message to a wide audience of readers.
- Writers continually revise and edit their work to improve their writing (i.e., organization, development, conventions, etc.).

Acquired Skills:

- Explain the purpose of specific works of informational or nonfiction writing
- Use text features to organize and structure a nonfiction/ informational essay
- Use several books or resources to find information on a single topic.
- Develop a nonfiction/informational piece that includes a topic, facts and definitions, headings (where appropriate) and a conclusion.
- Apply the rules of Standard English to convey his/her message to a wide audience of readers, especially those presented during mini-lessons or during a teacher conference
- Continually revise and edit his/her work to improve the writing.

NOTE: Grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

Instructional Materials:

Core:

- *Being a Writer* (Center for the Collaborative Classroom)
- Comprehension Toolkit (Harvey and Goudvis)
- Mentor texts and nonfiction materials (i.e., magazines, newspapers, posters, Internet resources, etc.)
- Trade books

Supplemental:

- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners (Click [link](#) for resources)

Assessments: Suggested assessments, but not limited to those listed

Formative:

- [Rubric](#)
- Teacher conferences and anecdotal records

Summative:

- Student writing folder or portfolio

Benchmark:

- Assessment tools provided in the *Being a Writer Assessment Resource Book*

Interdisciplinary Connections:

- Student writing will be based on Science experiments, research connected to Science or Social Studies topics, field trips, etc.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state

in the nation to include climate change education across content areas.” We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade 2. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections:

- [Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub](#)
- Lucy Calkins Units of Study Resources for Primary Writing CD-ROM (included in all Units of Study)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Websites provided in the K-2 Nonfiction Reading Unit would provide informational reading opportunities that could then be linked to nonfiction writing opportunities. Thus, all websites provided in that Unit also apply here.
- [Read, Write, Think](#) provides educators with ideas, lesson plans and reference materials to support almost any topic. By simply searching “nonfiction writing grades K-2”, one would obtain a list of seven lessons that could be used in any K-2 classroom to support nonfiction writing.
- Computer use for word processing

Suggested Learning Experiences and Instructional Activities:

- **Research Stations:** Set up different “research stations” with various books, articles, and online resources about a topic. Students rotate through the stations, gathering information and recording facts on graphic organizers.
- **Topic Research Project:** Allow students to choose a topic of interest and use multiple resources to gather information. They can then compile their findings into a simple research report.
- **Fact-Finding Missions:** Create fact-finding missions where students search for specific pieces of information on a given topic. Have them record facts using a fact sheet template.
- **Informational Posters** - Have students create posters or brochures about their research topics. They can include illustrations, facts, and text features such as headings and captions.
- **Class Nonfiction Book:** Compile students’ informational writing into a class nonfiction book. Each student contributes a page or section on a different

- topic, creating a collective resource.
- **“How-To” Guides** - Students write a “How-To” guide for a simple task, like making a sandwich or tying shoelaces. They can use pictures or diagrams to illustrate each step.
 - **Write an Interview** - Have students write an imaginary interview with a famous person or a character from a nonfiction book. They can create questions and write responses based on what they know about the person or character.
 - **Developing a Nonfiction/Informational Piece:**
 - **Informational Essay Structure:** Teach students to structure an informational essay with a clear introduction, body with facts and definitions, headings, and a conclusion. Provide a template to help them organize their writing.
 - [Informational Writing Graphic Organizer](#)
 - **Nonfiction Writing Prompt:** Provide a prompt related to a familiar topic (e.g., “Write about your favorite animal, including its habitat, diet, and interesting facts”). Guide students through drafting, editing, and revising their essays.
 - **Applying Writing Mechanics:**
 - **Mini-Lesson Practice:** Conduct mini-lessons on specific grammar and writing conventions (e.g., punctuation, sentence structure). Have students apply these rules in their informational writing.
 - [Editing Checklist](#) - Provide students with an editing checklist that includes common grammar and punctuation rules. After writing, students use the checklist to revise and correct their work.
 - **Revising and Editing Work:**
 - **Peer Review:** Organize peer review sessions where students exchange informational writing and provide feedback using a structured peer review form.
 - **Revision Stations:** Set up stations focused on different aspects of revision, such as improving details, checking for punctuation, and enhancing clarity. Students rotate through the stations to revise their work.
 - **Understanding Persuasive Texts:**
 - **Persuasion Exploration:** Read examples of persuasive texts (e.g., letters to the editor, advertisements). Discuss the persuasive techniques used and identify the author’s main argument and supporting reasons.
 - **Persuasion Identification:** Provide excerpts from various texts and have students identify elements of persuasion, such as claims, reasons, and supporting evidence.
 - [Picture Book Mentor Texts for Persuasive Writing](#)
 - [10 Best Picture Books for Persuasive Writing](#)

- **Developing Persuasive Arguments:**
 - [Persuasive Writing Prompts](#) - Use prompts that encourage students to argue for or against a specific idea (e.g., “Should school uniforms be required?”). Guide them through brainstorming reasons and evidence to support their position.
 - **Opinion Writing Practice:** Have students write short opinion pieces on familiar topics (e.g., “Why recess is important”) and structure their writing with a clear argument, reasons, and a conclusion.
 - [35 Opinion Writing Prompts for 2nd Grade](#)
- **Structuring Persuasive Texts:**
 - **Persuasive Essay Outline:** Teach students how to outline a persuasive essay with an introduction, body (with arguments and evidence), and conclusion. Provide graphic organizers to help them structure their writing.
 - [Persuasive Writing Graphic Organizer](#)
- **Author’s Chair:** Provide opportunities for students to present their nonfiction or persuasive writing to the class. This can be done as a formal presentation or a casual reading session.

List of Applicable New Jersey Student Learning Standards for English Language Arts:

Writing Standards: W.IW.2.2.; W.IW.2.2.A; W.IW.2.2.B; W.IW.2.2.C; W.WP.2.4.; W.WP.2.4.B; W.WR.2.5.; W.SE.2.6; W.RW.2.7.

Language Standards: L.WF.2.1.; L.WF.2.1.A; L.WF.2.1.B; L.WF.2.2.; L.WF.2.3.; L.WF.2.3.A; L.WF.2.3.B; L.WF.2.3.E; L.WF.2.3.G; L.KL.2.1.; L.VI.2.3.

Speaking and Writing Standards: SL.PE.2.1.A; SL.PE.2.1.B; SL.PE.2.1.C; SL.ES.2.3.; SL.PI.2.4.; SL.AS.2.6.

List for Grade 2

Grade 2 Language Skills List

Observe conventions of grammar and usage:

- Form common irregular plural nouns (e.g. *feet, children, teeth, mice, fish*).
- Form the past tense of common irregular verbs (e.g. *sat, hid, told*).
- Produce and expand complete declarative, interrogative, imperative and exclamatory sentences.
- Produce and expand complete sentences to provide requested detail or clarification.

Observe conventions of capitalization, punctuation and spelling:

- Capitalize holidays, product names, geographic names and important words in titles.
- Use commas in greetings and closings of letters.
- Use apostrophes to form contractions and common possessives.
- Generalize learned spelling patterns when writing words (e.g. *cage--badge; boy--boil; paper--copper*).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Determine word meanings (*based on grade 2 reading*):

- Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
- Explain the meaning of grade-appropriate compound words (e.g. *lighthouse, birdhouse, housefly; bookshelf, notebook, bookmark*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. *addition, additional*).
- Determine the new word formed when a known prefix is added to a known word (e.g. *happy/unhappy, tell/retell*).

Understand word relationships:

- Build real-life connections between words and their use (e.g. describe foods that are *spicy* or *juicy*).
- Distinguish shades of meaning among related verbs (e.g. *toss, throw, hurl*) and related adjectives (e.g. *thin, slender, skinny, scrawny*).

Use newly learned words acquired through conversations, reading and responding to texts.

ELA Curriculum Glossary of Key Terms

Argument Writing - the purpose is for a writer to change the reader's point of view, to bring about some action on the reader's part or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem; claims or opinions are offered and arguments are based upon facts, definition, quotations or details (Common Core State Standard, Appendix A).

Close Reading - (analytic reading) stresses engaging with a text of sufficient complexity and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately; requires that students understand the central ideas and key supporting details in a text (PARCC, 2011).

Expository Nonfiction - the purpose is for a writer to inform a reader about a specific topic, one in which the writer may or may not have had prior knowledge; there is an overarching topic communicated in a thesis and factual information about subtopics organized into paragraphs.

Informational/Explanatory Writing - the purpose is to increase a reader's knowledge of a subject, to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a concept; this type of writing conveys information accurately (New Jersey Student Learning Standards, Appendix A).

Informational Text - nonfiction texts, including but not limited to, biographies, autobiographies and memoirs; nonfiction books including picture books, textbooks and informational books; magazines, newspapers and other periodicals; online resources including information provided on .org, .edu and .gov websites.

Literary Text - refers to fictional works including short stories of fiction, chapter books, poems and other narratives.

Narrative Writing - the purpose is to inform, instruct, persuade or entertain; the writer conveys experience, either real or imaginary and uses time as its deep structure (New Jersey Student Learning Standards, Appendix A).

Reading and Writing Workshop - an instructional philosophy and class structure where students participate in a focused mini-lesson and apply that skill to a text at each student's independent reading or writing level or in an instructional group with guidance and support; instruction and application occur daily and differentiation based upon reading level or writing need is embedded in the framework.

Text-Based Writing - writing that requires a student to provide evidence from a specific text as support for his/her response.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP4. Communicate clearly and effectively and with reason.

In section 5, nonfiction and information writing, students learn the importance to write what he/she already knows and what is read or researched. The written work must focus on a clear topic and thoughts must be organized logically and coherently. A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential. Even in the primary grades, students in Ewing Public Schools learn how to communicate clearly, effectively, and with reason.

Technology Integration

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

In section 4, students in grade 2 learn about narrative writing and create "stories." A goal of narrative writing is for students to use sensory images, vivid details and to choose their words carefully. Students learn that sequencing is essential when storytelling. More importantly, students learning that their writing is never "done" and can always be improved. By publishing a piece of writing using Google Docs or Microsoft word, students can continually edit and revise, while making their story better.

Interdisciplinary Connection: Science

2-ESS2 Earth's Systems

Students who demonstrate understanding can develop a model to represent the shapes and kinds of land and bodies of water in an area (2-ESS2-2).

In grade 2 science, students create models to represent the shapes and kinds of land and bodies of water found in a specific area. Prior to creating the models, teachers use Epic! (an online digital library) to read informational books. The information books were read independently and as a whole class. Students applied what they read to create their land and water models.

Appendix: Climate Change Integration
English Language Arts
Grade Level: 2

Note: New Jersey has created a [New Jersey Climate Educator Hub](#). Create a FREE account with your district email to access FREE Teaching Resources, Exemplar Lesson Plans, and Professional Learning Opportunities.

Unit of Study	Standard	Supplemental Texts, Resources, and/or Example Activities
Section 1: Reading Fictional Literature	L.RF.2.3 L.RF.2.4 RL.CR.2.1 RL.CI.2.2 RL.IT.2.3 RL.TS.2.4 RL.PP.2.5 RL.MF.2.6 RL.CT.2.8 SL.PE.2.1 SL.II.2.2 SL.ES.2.3 SL.PI.2.4	<p>In 2nd grade, students can explore climate change through the lens of fictional literature, immersing themselves in imaginative stories that bring environmental themes to life. By fictional texts, children begin to understand the impacts of climate change in a context that is both engaging and accessible. These stories help students grasp complex concepts by connecting them to the adventures and experiences of fictional characters. As they discuss and reflect on these narratives, students develop a deeper awareness of environmental issues while enjoying the creativity and excitement of storytelling</p> <ul style="list-style-type: none"> • Guide to Using Environmental Fiction and Nonfiction in the Classroom - <ul style="list-style-type: none"> ◦ Discussion questions and activities - • Glacier on the Move by Elizabeth Rusch <ul style="list-style-type: none"> ◦ Book trailer - click here ◦ Discussion guide and activities • Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles by Philippe Cousteau, Deborah Hopkinson, and Meilo So <ul style="list-style-type: none"> ◦ Lesson plan/Discussion questions • Something Happened to Our Planet: Kids Tackle the Climate Crisis by Marianne Celano and Marietta Collins <ul style="list-style-type: none"> ◦ Discussion Guide ◦ Vocabulary Worksheets

		<ul style="list-style-type: none"> • Kobee Manatee: Climate Change and The Great Blue Hole Hazard by Robert Scott Thayer <ul style="list-style-type: none"> ◦ Discussion questions and activities ◦ Background information on Belize <p>Geodes Books that can be used in conjunction with discussions about Climate Change:</p> <ul style="list-style-type: none"> • Module 1/Text Set 1 - Seed Stash • Module 1/Text Set 4 - Road Trip <p>Books:</p> <ul style="list-style-type: none"> • The Magic School Bus and the Climate Challenge by Joanna Cole • The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches • Earth.Org book list - https://earth.org/climate-change-books-for-kids/ • Children’s books that inspire climate hope and action - https://www.momscleanairforce.org/climate-books-for-kids/ • Top 10 Books on Recycling and more - https://bookroo.com/explore/books/topics/recycling
Section 2: Informational Reading	L.RF.2.3 L.RF.2.4 RI.CR.2.1 RI.CI.2.2 RI.IT.2.3 RI.TS.2.4 RI.PP.2.5 RI.MF.2.6 RI.AA.2.7 RI.CT.2.8 SL.PE.2.1	<p>In 2nd grade, students will enhance their understanding of climate change through informational reading. By exploring age-appropriate books and articles that introduce key concepts like greenhouse gasses, recycling, and the effects of global warming, children gain valuable knowledge in a straightforward and interactive way. These informational texts help students make connections between their everyday experiences and broader environmental issues. Through reading and discussions, they learn to identify and understand the signs of climate change and the importance of taking care of the planet. This approach not only builds their literacy skills but also empowers young learners to think critically about their role in protecting the Earth. Informational reading can also be paired with Science when students learn about how some changes can be reversed and</p>

	SL.II.2.2 SL.ES.2.3 SL.PI.2.4	<p>some cannot.</p> <ul style="list-style-type: none"> • Our House is on Fire: Greta Thunberg’s Call to Save the Planet by Jeannette Winter <ul style="list-style-type: none"> ◦ Students will need background knowledge about fossil fuels <ul style="list-style-type: none"> ■ Video about fossil fuels ◦ There are 2 activities you can do with this book <ul style="list-style-type: none"> ■ Story Elements ■ Make a Poster • A Planet Full of Plastic by Neal Layton <ul style="list-style-type: none"> ◦ Writing activity ◦ Additional activities • One Turtle’s Last Straw: The Real-Life Rescue That Sparked a Sea Change by Eliza Boxer <ul style="list-style-type: none"> ◦ YouTube video explaining the real life dangers that plastic has for sea turtles ◦ Interview with the author • The Brilliant Deep: Rebuilding the World’s Coral Reefs by Kate Messner and Matthew Forsythe <ul style="list-style-type: none"> ◦ Discussion Guide ◦ Vocabulary Guide • Oil by Jonah Winter. This book tells the story of the Exxon Valdez oil spill and its devastating and lingering effects. <ul style="list-style-type: none"> ◦ Discussion Questions and Activities • Time for Kids: Climate Change Text Set - click here <ul style="list-style-type: none"> ◦ This provides discussion questions and activities for the recommended books • Reader’s Theater - Coral Reefs • Diorama activity that can accompany various text <p>Lessons:</p> <ul style="list-style-type: none"> • A Peek Into Composting lesson • Climate Lessons for Teachers -
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<https://kidsagainstclimatechange.co/lessons-for-teachers/>

Geodes Books that can be used in conjunction with discussions about Climate Change:

- Module 1/Text Set 1 - Cranberry Crop
- Module 1/Text Set 2 - Winters, Arctic Caterpillar
- Module 1/Text Set 4 - Nature's Thermometer, Summer Snow
- Module 4/Text Set 1 - Body of Water
- Module 4/Text Set 3 - Rice Staircase

Books:

- What a Waste: Trash, Recycling, and Protecting our Planet by Jess French
- What is Climate Change? by Gail Herman
- The Last Plastic Straw: A Plastic Problem and Finding Ways to Fix It by Dee Romito
- I Have the Right to Save My Planet by Alain Serres
- No World Too Big: Young People Fighting Global Climate Change - Edited by Lindsay Metcalf, Keila Dawson, and Jeanette Bradley
- Old Enough to Save the Planet by Loll Kirby, Harry N. Abrams
- Books about recycling - <https://www.plt.org/educator-tips/books-recycling-elementary-students/>

Articles:

- How to Teach Your Children About Climate Change - <https://www.twinscience.com/en/sustainability-education/how-to-teach-your-children-about-climate-change/>
- Climate Change- <https://kids.nationalgeographic.com/science/article/climate-change>
- Why is Carbon Important article - <https://climatekids.nasa.gov/carbon/>
- Fossil Fuels Explained to Kids - <https://kids.earth.org/climate-change/fossil-fuels-explained-to-kids/>

		<ul style="list-style-type: none"> • 4 Strategies for Teaching About Climate Change - https://www.edutopia.org/article/climate-change-lesson-plans/ • 8 Ways to Teach Climate Change in Almost Any Classroom - https://www.npr.org/2019/04/25/716359470/eight-ways-to-teach-climate-change-in-almost-any-classroom <p>Additional Resources</p> <ul style="list-style-type: none"> • National Geographic Kids - https://www.natgeokids.com/uk/parents/how-to-teach-children-about-climate-change/#:~:text=Ask%20your%20child%20to%20list,greenhouse%20gas%20into%20the%20atmosphere • Subject to Climate - https://subjecttoclimate.org/teacher-guides • Kids Against Climate Change - https://kidsagainstclimatechange.co/ • NASA Climate Kids - https://climatekids.nasa.gov/climate-change-meaning/ • Kids.Earth.org - https://kids.earth.org/ • NJ Climate Education Teacher Professional Development - https://njclimateeducation.org/professional-development • Britannica Kids: Fossil Fuel - https://kids.britannica.com/kids/article/fossil-fuel/399465#:~:text=Fossil%20fuels%20include%20petroleum%20(oil,animals%2C%20and%20other%20living%20things <p>YouTube videos on Climate Change:</p> <ul style="list-style-type: none"> • Climate Change for Kids A fun engaging introduction to climate change for kids - https://www.youtube.com/watch?v=WkvPdUtYhX8 • How to talk to kids about climate change - https://www.youtube.com/watch?v=4Lck8StPBtk • Climate Change for Kids Video - Global Warming (Learning Videos For Kids) - https://www.youtube.com/watch?v=4Lck8StPBtk
Section 4: Narrative Writing	L.WF.2.1 L.WF.2.2 L.WF.2.3	In 2nd grade, students use narrative writing to explore and understand climate change in a fun and meaningful way. By crafting their own stories about characters who encounter and address environmental challenges, students can

	L.KL.2.1 L.VL.2.2 L.VI.2.3 W.NW.2.3 W.WP.2.4 W.RW.2.7 SL.PE.2.1 SL.PI.2.4 SL.UM.2.5 SL.AS.2.6	<p>express their understanding of climate change through imaginative scenarios. This storytelling approach allows them to explore the consequences of environmental issues and think critically about solutions in a context that resonates with their creativity. As they write and share their narratives, students not only develop their writing skills but also deepen their awareness of climate change, fostering a sense of responsibility and empowerment to make a positive impact on the world around them.</p> <ul style="list-style-type: none"> • George Saves the World by Lunchtime book by Jo Readman <ul style="list-style-type: none"> ◦ Lesson plan for the story - students will write short story about how they can be a superhero • Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles by Philippe Cousteau, Deborah Hopkinson, and Meilo So <ul style="list-style-type: none"> ◦ Lesson Plan for the story - students will write a story about helping animals • Real Life Connections - click here to get a list of real life connections that students can write about • Narrative Story ideas connected to climate change • Story Writing - have students listen to the video about the sea level rising <ul style="list-style-type: none"> ◦ Students can create a story about what would happen if the sea rose in their neighborhood/community • The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches <ul style="list-style-type: none"> ◦ Encourage students to create their own stories about the adventures of a water bottle • Have students create characters who are involved in solving environmental problems. They can write stories about their characters' protecting the Earth.
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<p>Section 5: Nonfiction and Informational Writing</p>	<p>L.WF.2.1 L.WF.2.2 L.WF.2.3 L.KL.2.1 L.VL.2.2 L.VI.2.3 W.AW.2.1 W.IW.2.2 W.WP.2.4 W.WR.2.5 W.SE.2.6 W.RW.2.7 SL.PE.2.1 SL.PI.2.4 SL.AS.2.6</p>	<p>Students can deepen their understanding of climate change through nonfiction and informational writing activities. By creating fact sheets, drawing informative posters, and writing simple reports about environmental topics, children learn to articulate their newfound knowledge in a structured format. Pair these writing exercises with discussions and research to help students grasp key concepts of climate change and its impact on the world. As they organize and present their information, they enhance their literacy skills while fostering a sense of responsibility and environmental awareness. This approach not only reinforces their understanding of climate change but also empowers students to become informed advocates for a healthier planet.</p> <ul style="list-style-type: none"> • Where The Heart Is by Irma Gold <ul style="list-style-type: none"> ◦ Persuasive / Letter / Informational Writing activities for this book about how people can help animals who are affected by human behaviors in relation to climate change. • This Class Can Save The Planet by Stacy Tornio <ul style="list-style-type: none"> ◦ Activity guide will provide you will writing activities, discussion questions, and more ◦ Writing Activity - This activity provides a chance for students to write about how they will make changes to help the planet. There are 3 different worksheets for K-2 (which can also be used to differentiate) ◦ Vocabulary extension activity - students will learn explore different vocabulary in the story and be able to give examples of the word • Climate Change and Cultural Differences Project <ul style="list-style-type: none"> ◦ Project Rubric • Article - How Climate Change Affects Farming <ul style="list-style-type: none"> ◦ Students can write a response to the article or about how it could affect them • A Letter writing activity can accompany any books/articles about climate change <ul style="list-style-type: none"> ◦ Brainstorm ideas about what climate change issue the class wants to write about ◦ Brainstorm about who the letters are going to: principal,
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		<p>community/city/state government officials</p> <ul style="list-style-type: none"> • Discussions and Writing Activities <ul style="list-style-type: none"> ◦ Article - How Extreme Heat Might Change Your Kids' Summers. Here's How To Adjust <ul style="list-style-type: none"> ■ Article reflects on how drastic changes in climate messes up the Earth. As the climate changes, it could get hot at the wrong time of year, or we might get too much rain in some places and not enough in others. ■ Students could write a response to their feelings about it or a story about what they would do if this happened. <p>Lessons:</p> <ul style="list-style-type: none"> • Understanding Climate Change writing lesson • The difference between weather and climate writing lesson • Climate change and cars lesson • Conservation Plan Research & Writing lesson plan • Ocean Habitat Changes lesson
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