



Little Egg Harbor School District Curriculum Guide

English Language Arts: Second Grade

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Revised on:	July 31, 2024
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Ocean County 2nd grade English Language Arts (ELA) Curriculum	
Content Area: Language Arts	
Course Title: English Language Arts	Grade Level: 2
Unit 1: Reading (Literature)*	45 Days
Unit 2: Reading (Informational)*	45 Days
Unit 3: Writing**	45 Days
Unit 4: Language**	45 Days

*Reading literature and informational are expected to be spiraled through the units.

**Writing and Language units are expected to be ongoing throughout the school year.

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing Reading and Writing curricula, with a focus on Science of Reading. In word recognition; decoding, phonological awareness, sight word recognition is weaved with language comprehension; vocabulary, background knowledge, language, literature, and verbal reasoning to foster Reading and Writing NJ Standards. In Reading, teachers will use complex, authentic texts to engage students in opportunities to practice close reading strategies across a variety of genres and formats. Using a consistent Read, Talk, Write model in which teacher-led discussion and small group collaboration is central to student achievement. Lessons are scaffolded to build students' confidence as they develop important critical thinking and analytical skills. They are engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles. Writing interweaves the writing with grade level science and social studies themes to develop thoughtful, analytical writers. Through teacher-led instruction that fosters independence, students engage actively with source texts, learning to research for evidence and acquiring writing strategies and tips to help students become fluent, fluid writers. Reading and writing should be integrated to include elements of grammar and reading, phonics, mechanics, traits of writing, and the writing process. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

Unit 1 Reading (Literature): Instructional focus will be on students in the second grade who are expected to demonstrate comprehension of literature by identifying the main idea, characters, setting, and plot of a story. They should also be able to make connections between the story and their own experiences, as well as identify the author's purpose. One way to help students improve their reading comprehension skills is to encourage them to ask questions before, during, and after reading. Another effective strategy for improving reading comprehension is to use read-alouds.

Unit 2 Reading (Informational): Instructional focus will be on developing their reading comprehension skills for informational text. This includes understanding the main idea and key details of a text, identifying the author's purpose, and making inferences based on the text. Students should be able to use text features such as headings, subheadings, and bolded words to help them understand the text. They should also be able to compare and contrast information from multiple sources on the same topic. Teachers can help students develop their reading comprehension skills by providing a variety of texts on different topics and encouraging them to ask questions and make connections to their own experiences. It is also important to model and scaffold the strategies for understanding informational text.

Unit 3 Writing: Instructional focus will be on writing instruction. Second graders are expected to write throughout the day at school. For each subject they will be responding to questions, taking short notes, writing in a journal, or composing a story. Children's sentences begin to grow, and they add descriptive words and more complex ideas. Instead of a few sentences, their stories begin to

have pages of writing with pictures. Children begin to look over or “revise” what they just wrote – they try to correct spelling, add punctuation, and make it sound better. Children begin to explore their opinions in writing. They learn that they can disagree or feel strongly and explain their reasons. Children will practice the three kinds of writing: opinion writing, informative writing (stories that are true with facts, recipes or explaining how to do something), and story writing (called “narrative writing”). Students go through the writing process, meaning they think about what they want to write, write down their first ideas, look back over their work to fix mistakes and then add details and pictures. At the end, they read it to a friend, the teacher, family member or the entire class.

Unit 4 Language: Instructional focus will be on gaining control over many conventions of standard English grammar, usage, and mechanics, as well as learning other ways to use language to convey meaning effectively. Students will determine or clarify the meaning of grade-appropriate words encountered through listening and reading and developing an understanding of new words within context with prompting and support. The focus will be on acquiring new words with explanations that make understanding more concrete. Encountering new words with high frequency will be a focus.

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Unit 1: Reading (Literature)

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Supporting and Additional Standards

- **RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RL.CT.2.8.** Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.PP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).
- **6.1 U.S. History:** America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.CS.2:** Explain functions of common software and hardware components of computing systems.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.NI.4:** Explain why access to devices need to be secured.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.CS.3:** Describe basic hardware and software problems using accurate terminology
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.

- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Evidence of Student Learning

Performance Tasks/Use of Technology

Other Assessments

- Conferencing with individual students
- Small group
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
 - Readworks
 - CommonLit/free reading Passages
 - Kahoot

Formative

- Wonders Assessments
- Foundations Assessments
- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning
- 1,2,3 response
- Brain Pop Jr.
- Class Dojo

<ul style="list-style-type: none"> ○ Epic Books 	<p>Summative</p> <ul style="list-style-type: none"> ● Wonders Assessment ● Unit Assessments ● Weekly Data from tracking students (clipboard or other) ● Writing; sentences and open responses ● Vocabulary assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● Aimsweb- Beginning, Middle and end of year (non graded) <p>Alternative</p> <ul style="list-style-type: none"> ● Running Records ● Scholastic News ● BrainPop Jr. (ex. “Short Vowels”) ● Third party software (not limited to): <ul style="list-style-type: none"> ○ Brain Pop Jr ○ Kahoot
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why do we read? ● How does a student learn to read? ● How does understanding the structure of a genre help us to better comprehend what we read? ● Why is it important to think while you read? ● How do we learn to read? ● How do we figure out a word we do not recognize? 	<p>Unit Goals</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding. ● Retell stories, fables, folktales, and fairy tales from around the world, and determine central messages. ● Include beginning, middle, and end when retelling. ● Describe how characters respond to major

- How does fluency affect reading comprehension?

Enduring Understandings

Students will know..

- Reading is a lifelong skill that enhances learning and provides enjoyment.
- Literature is a tool that expands our understanding of the world.
- Reading serves different purposes.
- Reading includes active listening and independent application of skills.
- Fiction follows a predictable structure that helps in comprehending what is read.
- Reading with accuracy and fluency aids in comprehension.
- Effective readers monitor their understanding of text by adjusting their strategies.
- Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.

events/challenges.

- Acknowledge differences in the points of view of characters.
- Use information gained from illustrations, words, or digital text to demonstrate understanding of character, setting, or plot.
- Identify dialog and how it adds to a story or poem.
- Compare and contrast multiple versions of the same story.
- Describe how words provide rhythm and meaning in a story, song, or poem. • Read and comprehend literature in the grades 2-3 text complexity band proficiently, with scaffold
- Identify the main topic of multi-paragraph text.
- Determine the meaning of words and phrases in a 2nd grade text relative to content areas.
- Know and use various text features to locate information efficiently.
- Explain how images contribute to and clarify a text.
- Read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding.

Instructional Plan

Suggested Activities

*Climate Change: read, [The Lorax](#)
 -Discuss how changes in our environment have affected our climate.
 -Read *The Lorax*
 Students will take notes as they listen to the story. They should

Resources

- Materials:
- Wonders Materials
 - Foundations
 - FunHub
 - Heggerty

list different ways the environment changed throughout the story.

-Students work with a partner to compare their notes from the story. Then they will list things they can do to help our environment.

Review answers together.

Writing Lesson: Ideas

-Post 'ideas' poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'ideas.' Explain that over the next month, we are going to be learning new vocabulary based on the traits of writing.

-Today's new word will be 'ideas.' Ask students to guess the meaning of the word and write down their answer. Teacher brings a collection of treasures from home (pick the things because of the person that gave them to you, the place you got them, or the time you got them or they were given to you). Go through each object and explain the story as to why it is special.

-Tell the students that the story behind each special object is the source of good ideas for writing. Explain that students will bring their own special objects to school tomorrow to write about.

*Send note home to parents that explains the activity

-Review unknown vocabulary from the chosen story.

Read; *I Love Saturdays y Domingos* by: Alma Flor Aba

-Ask students about their visits to their grandparents' homes or other relatives' homes. Students will share with partners. Then invite a few to share their experiences with the class.

-Read - *I Love Saturdays y Domingos*, or similar story if this is unavailable.

- IXL
- BrainPOP
- Decodable Books
- Leveled Readers
- Bridge the Gap
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Magazine
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper
- Word cards

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts

Students will take notes and write details as they listen to the story.

-Students work with a partner and discuss how this story makes them think about their family.

Do they speak different languages?

Who do they visit?

Invite students to share their answers.

- Word Banks
- Readworks selected level passages(3rd party vendor)

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- EZ-readers
- Decodable Books
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (several types)

- Frequently check for understanding
- Personal Word Walls / Word Rings
- Sound Walls
- Introducing key vocabulary before lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks where students can take a walk to regroup.
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral Reading
- Chants, songs that are embedded in Wonders on-line resources.
- Assign a picture or movement to vocabulary words
- Small Group Instruction-

- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible Grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who are unable to write
- Technology Resources

Students with 504 Plans:

- Follow All 504 Modifications
- Provide picture instructions
- Sound Wall
- Small Group Instruction
- Allow extra time to complete assignments or tests
- Allowing for additional wait time for student responses during conversations
- Flexible seating
- Chunk assignments
- Positive reinforcement
- Provide fidget tools

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Sound Wall
- Provide Visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials:

- Wonders materials
- Foundations
- IXL

- Learning A-Z
- Novels and Read Aloud books
- Decodable Books
- Interactive Reading cards
- Student Books
- Teaching Resource Book
- High Frequency Word Wall
- Graphic Organizers

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Third party Technology resources :

- Kahoot
- Flipgrid
- Brain pop jr
- Epic!

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled text according to data
- Brain Pop jr
- Teacher created path

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled text according to data

- Brain Pop jr

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled text according to data
- District approved novels
- Comprehension Extension Activities
- BrainPOP Jr.

Unit Reflections

Teacher Notes:

Unit 2: Reading (Informational)

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

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 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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- **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RL.MF.2.6.** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.

E. Provide a conclusion or sense of closure related to the narrated experiences or events.

Supporting and Additional Standards

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - A. Decode regularly spelled two-syllable words with long vowels.
 - B. Decode words with common prefixes and suffixes.
 - C. Identify words with inconsistent but common spelling-sound correspondences.
 - D. Recognize and read grade-appropriate irregularly spelled words.
 - E. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - F. Identify the parts of high-frequency words that are regular and the parts that are irregular.

- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - D. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Evidence of Student Learning

Performance Tasks/Use of Technology

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- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
 - Readworks
 - CommonLit/free reading Passages
 - Kahoot
 - Epic Books

Other Assessments

Formative

- Wonders Assessments
- Foundations Assessments
- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning
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- Brain Pop Jr.
- Class Dojo

Summative

- Wonders Assessment
- Unit Assessments
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

	<p>Benchmark</p> <ul style="list-style-type: none"> • Aimsweb- Beginning, Middle and end of year (non graded) <p>Alternative</p> <ul style="list-style-type: none"> • Running Records • Scholastic News • BrainPop Jr. (ex. “Short Vowels”) • Third party software (not limited to): <ul style="list-style-type: none"> ○ Brain Pop Jr ○ Kahoot
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading informational text expands our understanding of the world and its people. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Informational texts have specific features that aid in 	<p>Unit Goals</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Identify the main topic of multi-paragraph text. • Describe the connections between a series of historical events, scientific ideas/concepts, or steps in procedural texts. • Determine the meaning of words and phrases in a 2nd grade text relative to content areas. • Know and use various text features to locate information efficiently. • Identify the main purpose of text, including what the author wants to answer or describe. • Explain how images contribute to and clarify a text.

understanding.

- Compare and contrast the most important points between 2 texts on the same topic.
- Describe how reasons support specific points the author makes.
- Read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding needed at the high end of the range.

Instructional Plan

Suggested Activities

Lesson: Main ideas and details in nonfiction text

-Show students the cover of a nonfiction book with a simple topic (e.g. a book about bees, spiders, reptiles, or whales).

Make sure the cover of the book has a picture of the topic that will be covered in the book.

-Ask students to look at the cover of the book and then instruct them to close their eyes. Say, "I just showed you the cover of a nonfiction book. Nonfiction books are about real topics! Now, I'm going to say three words. I want you to raise your hand when I say the word that you think matches the topic of the book."

Then, for example, if you chose a book about spiders, your three words could be: bees, spiders, cats.

-Record tally marks on the whiteboard that represent student responses. Clarify the correct answer and explain that the topic of a nonfiction book is a word or phrase. Explain that the topic of a nonfiction book can sometimes be found by searching for repeated words throughout the text or looking at the title of the book. Reinforce to students that they can also use pictures as clues to help them figure out the topic of a book.

Resources

Materials:

- Wonders Materials
- Foundations
- FunHub
- Heggerty
- IXL
- BrainPOP
- Decodable Books
- Leveled Readers
- Bridge the Gap
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Magazine
- Reading A-Z
- Engaging story
- Crayons and markers

-Explain that today students will be learning how to identify the topic, main idea, and key details of a nonfiction text or book.

Lesson: Finding the Main Topic

-Today we will read an article. Learning how to figure out the main topic of text and how it helps to understand what the text is about.

First, we will read to understand, then we will read again to find the main topic and key details in the article.

When students are finished reading, ask questions to check for understanding.

-Tell students that they will need to take a closer look at which details tell more about the main topic.

-Explain that the two-column chart will help them to organize their thinking. The teacher should model how to find the key details from the first paragraph. Then have partners complete the chart.

- Circulate and provide assistance as needed.
- Encourage volunteers to share their completed charts.
- Make certain that students understand that key details need to support the main topic.
- Have partners discuss the main topic of the article.
- Ask volunteers to share their ideas.

-Quick write - Have students write a response to the following prompt: How do the key details help to explain the main topic?

-Invite students to share how they figured out the main topic of the article by identifying key details in each paragraph and how doing that helped them better understand the topic.

-Informal assessment of students' writing

- Paper
- Word cards

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Readworks selected level passages(3rd party vendor)
- Epic Books
- Leveled Readers
- BrainpopJr.
- Reading A-Z

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist

Read [The Ugly Duckling](#)

-Discuss with students the following ideas: understand the many different influences that help to form families; age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, each of us is unique and special.

-As the teacher reads *The Ugly Duckling*, students will write notes while thinking about the following ideas: Look at photos and illustrations of ducks and swans to see their similarities. Think about the pain caused by name-calling and ridicule.

-Students will discuss the following questions with their partners. Then the class will share their answers.

Why did the Ugly Duckling go to the farmhouse?

Describe his treatment there.

Why did the Ugly Duckling have trouble making friends?

How could friends help him?

- EZ-readers
- Decodable Books
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (several types)
- Frequently check for understanding
- Personal Word Walls / Word Rings
- Sound Walls
- Introducing key vocabulary before lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling

- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks where students can take a walk to regroup.
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral Reading
- Chants, songs that are embedded in Wonders on-line resources.
- Assign a picture or movement to vocabulary words
- Small Group Instruction-
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible Grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who are unable to write

- Technology Resources

Students with 504 Plans:

- Follow All 504 Modifications
- Provide picture instructions
- Sound Wall
- Small Group Instruction
- Allow extra time to complete assignments or tests
- Allowing for additional wait time for student responses during conversations
- Flexible seating
- Chunk assignments
- Positive reinforcement
- Provide fidget tools

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed

- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Sound Wall
- Provide Visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials:

- Wonders materials
- Foundations
- IXL
- Learning A-Z
- Novels and Read Aloud books
- Decodable Books
- Interactive Reading cards
- Student Books
- Teaching Resource Book
- High Frequency Word Wall

- Graphic Organizers

As Appropriate:

- Boom Cards
- VB-Mapp
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- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Third party Technology resources :

- Kahoot
- Flipgrid
- Brain pop jr
- Epic!

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled text according to data
- Brain Pop jr
- Teacher created path

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled text according to data
- Brain Pop jr

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled text according to data
- District approved novels
- Comprehension Extension Activities
- BrainPOP Jr.

Unit Reflections
Teacher Notes:

Unit 3: Writing	Duration: 45 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none">● W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.<ul style="list-style-type: none">A. Introduce an opinion.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.C. Provide a conclusion. ● W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.<ul style="list-style-type: none">A. Introduce a topic clearly.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.C. Provide a conclusion.	

- **W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.
 - E. Provide a conclusion or sense of closure related to the narrated experiences or events.

- **W.WP.2.4.** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6.** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Supporting and Additional Standards

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- **RL.CI.2.2.** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- **RI.CI.2.2.** Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

- **L.WF.2.3.** Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - B. Capitalize holidays, product names and geographic names.
 - C. Supply adjectives in noun phrases to make them more precise or engaging.
 - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

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

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

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

- G. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- H. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- I. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

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

- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.PP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.CS.2:** Explain functions of common software and hardware components of computing systems.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.NI.4:** Explain why access to devices need to be secured.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.CS.3:** Describe basic hardware and software problems using accurate terminology
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

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<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do I organize my writing in order to teach others? ● What are the stories that I can draw, tell, or write? ● Why is being an active listener important? ● How do we speak so that others understand our message? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Writing is a process used to communicate wants, needs, ideas, and knowledge. ● Writing is a means to help others understand and learn. ● Informational writing can be expressed in several ways: ● Writers get their ideas for writing from their own personal experiences and from the world around them. ● Writing is a means to share stories based on personal experiences. ● Narrative writing can be expressed in several ways: 1. drawing 2. oral dictation 3. written words 4. digital media ● There is a structure that governs language, which allows 	<p>Unit Goals</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Introduce a topic with an engaging beginning. ● State detailed facts to support a topic. ● Incorporate text features of informational writing. ● Create varied pieces that include transitional words to show sequence. ● Produce written research. ● Gather information from provided sources to answer a question. ● Provide an engaging conclusion. ● Revise work. ● Edit work. ● Utilize digital tools to publish their writing. ● Determine a topic. ● Introduce their topic with an engaging beginning. ● Write about events in sequential order using transition words. ● Incorporate relevant details that enhance their writing.

- us to communicate our message clearly.
- Active listening helps us to navigate and understand our world.

- Use varied sentence structures.
- Provide an engaging conclusion.
- Participate in collaborative conversations with diverse partners in small and large groups.
- Follow agreed upon rules for discussion.
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- Ask for clarification, as needed, about topics and texts under discussion.
- Describe key ideas and details from a text, read aloud, and information presented orally or through other media.
- Add drawings/visuals when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences in order to provide requested detail or clarification.
- Create audio recordings of recounts of experiences and, when appropriate, clarify ideas, thoughts, and feelings.

Instructional Plan

Suggested Activities

Lesson: Story Hooks

- Explain to students that today we will learn how writers make their writing exciting using interesting introductions, or hooks.
- Define hook and write it on the board. Explain that it can be used both literally and figuratively (ie. it can have more than one meaning), and give an example.
- Have students turn to partners to discuss how a writer might *hook* a reader.

Resources

Materials:

- Wonders Materials
- Foundations
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- Heggerty
- IXL
- BrainPOP
- Decodable Books
- Leveled Readers

Lesson: Conclusion

-Explain that today students will be writing a conclusion to a short story. Explain that a conclusion is the last part of something or an ending.

-Read the short picture book aloud to students, stopping at the climax of the story to ask students to identify the problem. Ask, "What do you think the conclusion will be?" Read the rest of the story. Ask student volunteers for their thoughts with questions such as: Did the ending surprise you? How could the ending be different? Present the rest of the vocabulary terms. Use visuals as you define each word and allow students to discuss how the visual relates to the new word. Complete a Frayer Model with the students for solution and check their comprehension throughout by asking them to orally repeat the definition or provide examples. Divide students into five groups, each of which to complete a Frayer Model for an assigned tiered vocabulary word. Allow students to create and share aloud their own sentences with the new vocabulary words. For example: "I had a problem with my friend during recess."

Lesson: Here's What I Think

-Ask students to close their eyes and imagine the most amazing place the class could go for a field trip. When they have a place in their mind, ask them to show a thumbs-up.

-Explain that today the students are going to get a chance to write an opinion paragraph that convinces you to take them to a particular place for a field trip.

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
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- Discovery learning instead of explicit learning
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- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Sound Wall
- Provide Visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials:

- Wonders materials
- Foundations
- IXL
- Learning A-Z

- Novels and Read Aloud books
- Decodable Books
- Interactive Reading cards
- Student Books
- Teaching Resource Book
- High Frequency Word Wall
- Graphic Organizers

As Appropriate:

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Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled text according to data

- Brain Pop jr

Supplemental Texts for Students Exceeding Grade Level Expectations

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- District approved novels
- Comprehension Extension Activities
- BrainPOP Jr.

Unit Reflections

Teacher Notes:

Unit 4: Language

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

- **L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **L.WF.2.1.** Demonstrate command of the conventions of writing.
 - A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

- **L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
 - A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
 - B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
 - C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
 - D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

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

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

- **L.VL.2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and

- **L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Supporting and Additional Standards

- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - J. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - K. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - L. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Computer Science and Design Thinking Standards

- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.CS.2:** Explain functions of common software and hardware components of computing systems.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.NI.4:** Explain why access to devices need to be secured.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group

Other Assessments

- Formative**
- Wonders Assessments

- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
 - Readworks
 - CommonLit/free reading Passages
 - Kahoot
 - Epic Books

- Foundations Assessments
- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning
- 1,2,3 response
- Brain Pop Jr.
- Class Dojo

Summative

- Wonders Assessment
- Unit Assessments
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark

- Aimsweb- Beginning, Middle and end of year (non graded)

Alternative

- Running Records
- Scholastic News
- BrainPop Jr. (ex. "Short Vowels")
- Third party software (not limited to):
 - Brain Pop Jr
 - Kahoot

Knowledge and Skills

Content

Essential Questions:

- How do the rules of language affect communication?
- How does having command of the English language affect daily lives?

Enduring Understandings

- Command of the English language is important when speaking and writing.
- Rules and conventions help readers and writers understand what is being communicated.

Skills

Unit Goals

Students will be able to...

- Use collective nouns.
- Form and use frequent irregular plural nouns.
- Use reflexive pronouns.
- Form and use past tense of frequently occurring irregular verbs.
- Use adjectives and adverbs appropriately.
- Produce and expand sentences using varied sentence structure.
- Read, write, and understand common abbreviations (i.e. titles, time, location).
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closing of letters.
- Use an apostrophe to form contractions.
- Generalize learned spelling patterns.
- Consult reference material to correct spelling.
- Compare formal and informal uses of English.
- Use context clues to gain meaning of new words.
- Determine the meaning of a new word formed when a prefix is added.
- Use base -word as a clue to learn new words.
- Use knowledge of individual words to predict the meaning of compound words.
- Use glossaries, dictionaries, and digital resources to

	<p>clarify word meaning.</p> <ul style="list-style-type: none"> ● Demonstrate understanding of word relationships and word nuances. ● Identify real-life connections between words and their use. ● Distinguish synonyms. ● Use words and phrases acquired through conversations, reading, read alouds, and text talks. ● Identify real-like connections between words and their use (i.e. foods that are spicy).
Instructional Plan	
Suggested Activities	Resources
<p>Writing Lesson: Sentence Fluency</p> <p>-I can define and use the word 'sentence fluency' in my writing. I can practice using symbols to correct errors in a sentence.</p> <p>-Post 'sentence fluency' posters somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'sentence fluency.' Explain that over the next month, we are going to be learning new vocabulary based on the traits of writing. Today's new word will be 'sentence fluency.' Ask students to guess the meaning of the word and write down their answer.</p> <p>-Come up with a basic sentence, such as "My dog is brown," and write each word on a separate card. Give the cards to 4 students and ask them to create the sentence by lining up the right order with their cards facing out. Ask students to read their sentences aloud one card at a time. Create more cards with words for expanding the basic sentence. You could write fuzzy</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Wonders Materials ● Foundations ● FunHub ● Heggerty ● IXL ● BrainPOP ● Decodable Books ● Leveled Readers ● Bridge the Gap ● ClassDojo ● Learning A-Z ● Epic! Books getepic.com ● Close Reading Resources ● Scholastic Magazine

or snugly to modify dog. Do this with each group so that all students have opportunities to add words to make more exciting sentences.

-With a partner, practice adding colorful words to the following sentences, making them more fun to read: a. The girl ran. b. A cat played. c. He hit the ball. d. The playground was crowded. Students will share the sentences that the pairs created.

Social Studies Lesson: On the Map

-Students will recognize that there are 7 continents and 5 major oceans in the world.

-Essential Questions: What is a continent? What are the names of the continents and oceans in our world? Where on Earth are the continents and oceans? Students will write down what a continent is and what a body of water is. We will review the correct definitions.

-We will view a video or book of choice to show the different continents and bodies of water in our world. Point out each continent and their name, then point out each body of water and their name. Teach the students this mnemonic device to help them remember them: Eat an apple as a nice snack is a mnemonic that helps students recall the names of continents (Europe, Asia, Africa, Australia, Antarctica, North America, South America). Picking apples is so awesome is a mnemonic that helps students recall the oceans (Pacific, Atlantic, Indian, Southern, Arctic).

-Each student will receive a copy of a map of the world. On the white board display the world for students to identify each continent. Then with a partner they will write the correct names for each of the seven continents and five oceans. Have them

- Reading A-Z
- Engaging story
- Crayons and markers
- Paper
- Word cards

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Sound Cards
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Word Wall
- Magnet Letters

color the continents green and the oceans blue.

***Climate Change:** Brainpop Jr. - Reduce, Reuse, Recycle

Lesson: Adapted from Brainpop Jr. (Reduce, Reuse, Recycle)

-Introduce/review the concept of how we as a community can conserve natural resources, using a KWL chart (printed from Brainpop Jr.). Activate background knowledge on relevant topics such as recycling, renewable resources, saving energy, creating less waste, and conservation). Set the intention before reading that students should look for evidence to support the main topic as they read.

-Identify the main topic by asking students what the text was mostly about. Complete the second column of the KWL chart. Discuss ways we can reduce, reuse, and recycle to conserve.

-Students fill out the remainder of the KWL chart. Students will complete the easy or hard quiz from Brainpop Jr.

Assessment: Informal assessment of students' writing.

- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (several types)
- Frequently check for understanding
- Personal Word Walls / Word Rings
- Sound Walls
- Introducing key vocabulary before lesson
- Total Physical Response (tpr) Activities

- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks where students can take a walk to regroup.
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral Reading
- Chants, songs that are embedded in Wonders on-line resources.
- Assign a picture or movement to vocabulary words
- Small Group Instruction-
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible Grouping
- Allow answers to be given orally or dictated

- Have students repeat what was said
- Scribe for students who are unable to write
- Technology Resources

Students with 504 Plans:

- Follow All 504 Modifications
- Provide picture instructions
- Sound Wall
- Small Group Instruction
- Allow extra time to complete assignments or tests
- Allowing for additional wait time for student responses during conversations
- Flexible seating
- Chunk assignments
- Positive reinforcement
- Provide fidget tools

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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Unit Reflections

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