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Long Beach Island School District 2nd grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 2
<u>Unit 1:</u> Getting Along with Others	30 Days
<u>Unit 2:</u> Making Art	30 Days
<u>Unit 3:</u> What's That Habitat?	30 Days
<u>Unit 4:</u> It's on the Map	30 Days
<u>Unit 5:</u> Tell Me About It	30 Days
<u>Unit 6:</u> Landforms	30 Days

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](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- 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).
- WIDA- English Language Development Standards

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. Ready 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

As students read each week for close reading of the text they will ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of the main topic and key details in a text. Over the course of the unit students write informational/explanatory texts to examine a topic and convey ideas and information clearly. Students will write to introduce a topic, use facts and definitions to develop points, provide a concluding statement or section, revise, edit, then publish and share. Students will review short vowels, beginning and ending digraphs, as well as beginning and ending blends. Students will practice using nouns, including plural, collective, and reflexive pronouns in this unit.

Unit 2: As students read each week for close reading of the text they will focus on key ideas and to demonstrate understanding of a text. In this unit students will begin to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences. Students will review final e, soft /c/ and /g/, as well as three-letter beginning blends. Students will practice using verbs, adjectives, adverbs, complete sentences as well as simple and compound sentences in this unit.

Unit 3: As students read each week for close reading of the text they will demonstrate understanding of craft and structure in informational text. They will identify how to use clues to understand the meaning of words through parts of the text as well as why the author wrote it. Over the course students will write opinion pieces on topics or texts, supporting a point of view with reasons. Students will review final e, silent letters, and r-Controlled vowels. Students will practice using capitalization in holidays, product names and geographic names, punctuate greetings and closings in letters, use contractions, and practice spelling patterns in this unit.

Unit 4: As students read each week for close reading of the text they will demonstrate understanding of craft and structure in literature. Students will learn how authors choose their words and how those words help to understand stories, poems, and songs. Over the course of the unit students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will review final r-Controlled vowels and diphthongs; /ou/ and /ow/. Students will practice using a dictionary to check spelling, compare formal and informal forms of English, use context clues to understand meaning of unknown words, use prefixes, and root words in this unit.

Unit 5: As students read each week for close reading of the text they will identify the integration and knowledge and ideas in informational text. Students will learn to use pictures to understand more of what they read. They will learn how authors give reasons for their ideas and see how texts of the same topic can be the same and different. They will identify how to use clues to understand the meaning of words through parts of the text as well as why the author wrote it. Over the course students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will review diphthongs; /oi/ and /oy/, variant vowels, and short vowel digraphs. Students will practice using compound words, dictionaries, glossaries, making real-life connections, and understand shades of meanings within their reading and writing in this unit.

Unit 6: As students read each week for close reading of the text they will identify the integration and knowledge and ideas in literature. Students will learn to use pictures that go with stories to better understand characters and what happens to them. They will learn how different people in different places have told the same stories. Over the course students will write opinion pieces on topics or texts, supporting a point of view with reasons. Students will review closed and open syllable patterns, final e patterns, r-Controlled syllable patterns, final syllable patterns, and vowel team syllable patterns. Students will practice using adjectives and adverbs to describe to make their writing clear and interesting in this unit.

Unit 1: Getting Along with Others	Duration: 30 days
Standards/Learning Targets	
Focus Standards (Major Standards) with WIDA Standards	
Progress Indicators - Key Ideas and Details in Informational Texts	
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. ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). 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.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.

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.

ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps

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.

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.

B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Provide a conclusion.

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.

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.
- 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.2.2. 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.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

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.

ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps

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

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

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that

influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Evidence of Student Learning

Performance Tasks/Use of Technology

- 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, Epic Books

Other Assessments

- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- **Strategic Questioning**
- **1,2,3 response**

Summative

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

Benchmark

Alternative

- Scholastic News

	● Brainpop Jr. ● Resources from third party vendors such as: ○ Readworks, CommonLit/free reading Passages, Kahoot, Epic Books
Knowledge and Skills	
Content	Skills
Unit Essential Questions ● What is something that you can do to show others that you care? ○ How do you feel when someone helps you to solve a problem? ● What are beginning and ending digraphs and blends? ● What are plurals, compound words, closed syllables, inflectional endings, and possessives? ● How do I identify common, proper, plural, collective nouns? ● How does learning the main topic and key details of a text help me to understand what I read? ● What is informational writing? ● What is my purpose for writing an informational text? ● What does the word, ideas mean in writing? Enduring Understandings Students will know.. ● Students will effectively learn to read and write with phonemic awareness, phonics, fluency, vocabulary, and comprehension. ● Students will be able to use an object or reflect on a story	Unit Goals Students will be able to... ● Practice short vowels to create words with 80% accuracy. ● Use beginning and ending digraphs including; ch, sh, th, wh, -sh, -th, -ch, -tch, and -ng to create words with 80% accuracy. ● Practice beginning and ending blends including; l, r, s, -sk, -st, -nt, -nd, and -mp to create words with 80% accuracy. ● Practice plurals; -s, compound words, closed syllables, inflectional endings: -ed, -ing, -s, -es, and possessives; singular and plural. ● Identify nouns including; common, proper, plural, collective, pronouns, verbs, and adjectives in reading and writing with 80% accuracy. ● Demonstrate that they can write ideas from a story they hear or read in a sentence or more. ● Demonstrate they can use a story, object or guide to write ideas about it in several sentences. ● Engage in collaborative discussions with a partner or whole group. ● Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions.

to write ideas. ● Identify unit vocabulary ● Informational/Explanatory texts provide facts about people, places, or things. Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.	● Identify unit vocabulary ● Ask and answer questions to find text features for better understanding of text, use a graphic organizer to note text features, like a timeline. ● Use expression, intonation and phrasing of fluency of text with 80% accuracy. Write informational/explanatory texts about a topic, using facts and definitions, provide conclusions, revise and edit with 80% accuracy using a rubric.
Instructional Plan	
<i>Suggested Activities</i>	Resources
Writing Skills: Writing Ideas Writing Lesson - Ideas Lesson: I can define the word ‘ideas.’ Read Wilfred Gordon McDonald Partridge. I Do: 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 We Do: Review unknown vocabulary from the story before	Resources for on-grade students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word Banks ● Readworks selected level passages(3rd party vendor) ● Epic Books (3rd party vendor) ● BrainpopJr. 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 ● White Boards ● BrainpopJr. ● Handwriting Hub Iowa Reading Research Center

having students listen to the story. Listen to Wilfred Gordon McDonald Partridge.

They Do: Write about 3 of the things about Wilfred's treasures and why they are important to him.

Social Studies Lesson:

What if Kids Ruled the World, written by: Linda Bailey

I Do: Place questions on the Smartboard one at a time: What if kids ruled the world? What if kids got to make all the decisions? Would this be a good thing, or not? Why? How would you do things differently if there were no adults to tell you what to do? Listen or read What if Kids Ruled the World, written by, Linda Bailey

We Do: Students will work in small groups and answer the above questions. Then using the book find examples of why it would be a good or bad idea for kids to make the rules.

They Do: Students will be given a starting prompt; If I ruled the world, I would.....

Students will write their responses using the because, but, so extended sentence response. Then they will share with their partner and discuss how to be accepting of one another's ideas.

Write Informational/Explanatory Text

Over the course of the unit, students write informational/explanatory texts. They will write about two resources that the Powhatan people used. Students will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

*Adapted from this Lesson: Unit 1 - Writing to Inform

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

Step 1 - Learn about informational writing. Read mentor texts, *Special Clothes for a Special Day*, *My Dad Lives History*, *Nature's Resources*, and *The First Americans*
Step 2 - Unpack lesson Assignment
Step 3 - Read/Gather Evidence
Step 4 - Think it Through (plan)
Step 5 - Draft - introduction/body/conclusion
Step 6 - Revise
Step 7 - Edit
Step 8 - Publish/Collaborate/Share

***Mandate: Holocaust and genocide:** (N.J.S.A.18A:35-28)

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

I Do: 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.

We Do: Read - *I Love Saturdays y Domingos*

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

They Do: 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.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>

- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use of Realia And Manipulatives
- 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
- 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
- Sound Wall

- 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 and Resources:

Wonders program
 Student Books
 Teaching Resource Book
 Language Handbook
 Sound Phonics Cards
 High Frequency Word Wall
 Tutorials to Show Sounds
 Graphic Organizers

Technology resources :

Jr.brainpop.com
Scholastic News

Commonlit, Kahoot, ReadWorks, Epic Books

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

- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade Level Expectations

- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text
- District approved Novels

Unit Reflections

Teacher Notes:

Unit 2: Making Art

Duration: 30 days

Standards/Learning Targets

Focus Standards (Major Standards) with WIDA Standards

Progress Indicators - Key Ideas and Details in Literature Texts

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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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.

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

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.

ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps

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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

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.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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.
- 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.

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

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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.

Use the above Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

Primary Interdisciplinary Connections

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

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group

Other Assessments

- Phonics Assessments
- Exit slips

• White boards for phonics word building • Open Ended Questions • Observations • Google Slides • Scholastic News • Brainpop Jr. • Narrative Writing • Resources from third party vendors such as: Readworks, CommonLit/free reading Passages, Kahoot, and Epic Books	• Teacher Clipboard notes • Peer/Self Assessments • Think Pair Share • Strategic Questioning • 1,2,3 response • Weekly Data from tracking students (clipboard or other) Summative • Writing; sentences and open responses • Vocabulary assessment Benchmark • Alternative • Scholastic News • Brainpop Jr. • Resources from third party vendors such as: ◦ Readworks, CommonLit/free reading Passages, Kahoot, Epic Books
Knowledge and Skills	
Content	Skills
Unit Essential Questions • Where do you see art? ◦ Do you like to create art? ◦ What is an artist? • How can stories teach lessons about life? • How does learning the main topic and key details of a text help me to understand what I read?	Unit Goals Students will be able to... • Read long vowels with the final e including; a_e, e_e, i_e, o_e, and u_e, to create words with 80% accuracy. • Use final e including; a_e, e_e, i_e, o_e, and u_e, to create words with 80% accuracy.

- What is narrative writing?
- What does organization mean?

Enduring Understandings

- Readers develop a better understanding when they ask and answer questions about key details, find the main topic, and make connections between historical events and scientific ideas in a text.
- Ask and answer questions about what I read.
- Find the main topic of a text.
- Find the focus of a paragraph.
- Tell how one event in history leads to others.
- Find ways that science ideas go together.
- Follow steps and directions.
- Begin using organization to write.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Understand there are many types of arts and styles of art.
- Identify unit vocabulary

- Practice soft c and soft g to create words with 80% accuracy.
- Use beginning three-blends including; str, spl, spr, scr, shr, and /thr/ to create words with 80% accuracy.
- Practice long a: /a/, /ai/, /ay/, /ea/, /eigh/, and /ey/ with 80% accuracy.
- Practice long e: /e/, /ee/, /y/, /ea/, /ie/, and /ey/ with 80% accuracy.
- Identify verbs including past tense of irregular verbs in reading and writing with 80% accuracy.
- Identify adjectives and adverbs in reading and writing with 80% accuracy.
- Use complete sentences, including simple and compound in writing with 80% accuracy.
- Demonstrate understanding of key details by identifying at least two key details from the text and writing it within a graphic organizer with 80% accuracy.
- Write narrative stories with a beginning, middle and ending, providing a closure with 80% accuracy using a provided rubric.
- Engage in collaborative discussions with a partner or whole group.
- Identify a beginning, middle, and end of a story in reading and in writing.
- Identify and understand unit vocabulary.
- Read about artists and then answer questions about them using texts.
- Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions.
- Use expression, intonation and phrasing of fluency of text with 80% accuracy.

Instructional Plan	
Suggested Activities	Resources
Writing Skills: Organization Lesson: I can define and use the word ‘organization’ in my writing. Read, <i>Listen to a Roller Coaster</i>, by: Marla Frazee. I Do: Post ‘organization’ poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word ‘organization.’ Explain that over the next month, we are going to be learning new vocabulary in writing. Today’s new word will be ‘organization.’ Ask students to guess the meaning of the word and write down their answer. Teacher will show an outline of how stories are organized; they include a beginning, middle, and ending. We Do: Review unknown vocabulary from the story before having students listen to the story. Listen to <i>Roller Coaster</i>, written by: Marla Frazee. They Do: Students will have a graphic organizer with three actions; beginning, middle, and ending. Students will rewatch the video and write each part in a few words as they video plays. Students will share their organizers with their group, then each group will share with the class and complete a class graphic organizer of the story, successfully identifying the beginning, middle, and ending. Finding the Main Topic Lesson:	Resources for on-grade students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word Banks ● Sound Cards ● Writing Organization Poster ● Readworks selected level passages(3rd party vendor) ● Epic Books (3rd party vendor) ● BrainpopJr. 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 ● White Boards ● BrainpopJr. ● Handwriting Hub Iowa Reading Research Center Resources for students exceeding grade level expectations: ● District Approved and Selected Novels ● Story Map Graphic Organizer ● Text Evidence Graphic Organizer ● Scholastic News with printed Skill Sheets ● Brainpop

Read: 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.

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

Think: 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.

Talk:

- Have partners discuss the main topic of the article.
- Ask volunteers to share their ideas.

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

Wrap Up: 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.

Assessment: Informal assessment of students' writing

Social Studies Lesson: The Art Lesson, by: Tomie dePaola

I Do: Ask students questions including; What art supplies do you enjoy using, what art words do you know, what do you enjoy making? Allow students to share their answers with partners/groups, then discuss aloud.

We Do: Review vocabulary from the story *The Art Lesson*, students will use dictionaries, draw pictures and write definitions for the following words: collected, photograph, property, and monitor. We will watch the video The Art Lesson, by Tomie dePaola together.

They Do: Students will answer the following question about Tomie from the video. Why was Tomie upset about his art lesson?

Extension: What is your favorite way to create art? Then draw the picture on the place provided.

Write a Narrative Paragraph:

Over the course of Unit 2, students write a narrative paragraph to tell a story of how Helen Keller learned her first word of sign language. Students will recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings. Use temporal words to signal event order and provide a sense of closure.

Step 1 - Learn about Narrative Writing. Read mentor texts, *The Plant Doctor*, *Seeing Differently*, *Helen Keller: A Picture Story*, and *Overcoming Challenges*

Step 2 - Unpack lesson Assignment
Step 3 - Read/Gather Evidence
Step 4 - Think it Through (plan)
Step 5 - Draft - Beginning/Middle/End
Step 6 - Revise
Step 7 - Edit
Step 8 - Publish/Collaborate/Share

***Mandate: Highlight and promote diversity and inclusion
(Diversity and inclusion law) N.J.S.A. 18A: 35-4.36a)**

Read *The Ugly Duckling*

I do: 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.

We Do: 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.

They Do: 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?

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use of Realia And Manipulatives
- 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
- Third party website such as Goalpost

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- 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
- Sound Wall
- 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 and Resources:

Wonders program

Student Books

Teaching Resource Book

Language Handbook

Sound Phonics Cards

High Frequency Word Wall

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

Scholastic News

Commonlit, Kahoot, ReadWorks, and Epic Books

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

- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade Level Expectations

- Decodable Texts
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels
- You can also use third party vendor websites such as Commonlit.org.

Unit Reflections

Teacher Notes:

Unit 3: What's That Habitat?

Duration: 30 days

Standards/Learning Targets
Focus Standards (Major Standards) with WIDA Standards
Progress Indicators - Craft and Structure in Informational Texts 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. ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language 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. ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps 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.

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

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

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works .

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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.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.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introduce an opinion.

B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.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.

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.

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

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.

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 phrases.

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.

Use the above anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

Primary Interdisciplinary Connections

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

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- White boards for phonics word building
- Open Ended Questions
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.
- Informational/Explanatory Writing
- Resources from third party vendors such as: Readworks, CommonLit/free reading Passages, Kahoot, and Epic Books

Other Assessments

- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning
- 1,2,3 response
- Weekly Data from tracking students (clipboard or other)

Summative

- Writing; sentences and open responses
- Vocabulary assessment

Benchmark

- Scholastic News
- Brainpop Jr.
- Resources from third party vendors such as:
 - Readworks, CommonLit/free reading Passages, Kahoot, Epic Books

Knowledge and Skills

Content

Skills

Unit Essential Questions

- What is a habitat?
- What type of habitat do fish live in?
- How do you think habitats help animals survive?
- How do readers use strategies to comprehend various texts?
- What are conventions in the Writing Traits 6+1?
- What is opinion writing?

Enduring Understandings

- When reading different stories a reader can ask questions about what the characters say and do. Learn how some stories can teach lessons about life.
- Retell stories in your own words.
- Ask and answer questions about a story.
- Tell what happens in a story in my own words.
- Describe the lesson the story characters learn.
- Tell how characters deal with their problems.
- When writing, use appropriate conventions.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.

Unit Goals

Students will be able to...

- Practice long i: /i/, /y/, /igh/, and /ey/ with 80% accuracy.
- Practice long o: /0/, /oa/, /ow/, and /oe/ with 80% accuracy.
- Practice long u: /u_e/, /ue/, /ew/, and /u/ with 80% accuracy.
- Practice silent letters: wr, kn, gn, mb, and sc to create words with 80% accuracy.
- Use r-Controlled vowels /ar/ to create words with 80% accuracy.
- Use the conventions in the Writing Traits including ending marks, capitalization of proper nouns, and greetings and closings in letters with 80% accuracy.
- Practice contractions in reading and writing with 80% accuracy.
- Use possessive nouns in reading and writing with 80% accuracy.
- Use general spelling patterns when writing words with 80% accuracy.
- Understand meanings of unknown words by using context clues in a text with 80% accuracy.
- Write opinion pieces on topics or texts, supporting a point of view with reasons, revise and edit with 80% accuracy using provided rubric.
- Engage in collaborative discussions with a partner or whole group.
- Use expression, intonation and phrasing of fluency of text with 80% accuracy.

<i>Suggested Activities</i>	Resources
Writing Skills: Conventions Lesson Conventions Lesson: I can define and use the word ‘conventions’ in my writing. I can practice using symbols to correct errors in a sentence. I Do: Post ‘conventions’ poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word ‘conventions.’ 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 ‘conventions.’ Ask students to guess the meaning of the word and write down their answer. Teacher will show students editing symbols and discuss the use of each one. We Do: Students will be given a copy of the following paragraph and asked to find all the errors in it, using the editing marks. <u>On monday, I saw rabits hop and lok for food to eat. jimmy saw a snake slips past as it hunts for mouses.</u> Check students' work and go over it to be sure they found the corrections. They Do: Students will write independently about an animal that they have seen in a habit. After 10 minutes ask students to use a checklist/rubric to self-assess their writing. They will then exchange their papers with other students, then use editing symbols to check for any errors. Allow students time to meet back with their partner and go over.	Resources for on-grade students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word Banks ● Readworks selected level passages(3rd party vendor) ● Epic Books (3rd party vendor) ● BrainpopJr. 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 ● White Boards ● BrainpopJr ● Handwriting Hub Iowa Reading Research Center . 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

Science Lesson: Students will be able to identify and describe the different habitats that animals live in.

I Do: Introduce the lesson by asking students to think about what kinds of things animals might need to survive. Then write “What Animals Need” on the board. Encourage students to think about similarities between people and animals. Prompt students as needed by asking: Where do animals (e.g. dog/cat) like to rest? What do animals eat? Do animals need anything to stay safe from predators?

We Do: Instruct students to Think-Pair-Share. Have students sit knee to knee with a partner. Allow a minute of silent think time to consider each prompt. At your signal, students should take turns sharing a response to each prompt.

Call the class back together, and invite a few volunteers to share their thinking with the whole group. Record student ideas under the heading "What Animals Need." Explain that animals all live in something called a habitat, which is what we call the most ideal or natural home of that animal.

They Do: Choose an animal and write a few sentences using facts from the story to write about that animal’s habitat. Then draw a picture of it.

***Climate Change:** read, *The Lorax*

I Do: Discuss how changes in our environment have affected our climate.

We Do: Read *The Lorax*

Students will take notes as they listen to the story. They should

list different ways the environment changed throughout the story.

They Do: 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 an Opinion Paragraph:

Over the course of Unit 3, students write an opinion piece about an unusual home they would like to visit in which they introduce a topic or book they are writing about and state an opinion.

Then, they supply reasons that support their opinion, using linking words to connect their opinion and reasons, finally they will write to provide a concluding statement or section.

Step 1 - Learn about Opinion Writing. Read mentor texts, *Too Warm for an Igloo*, *Unusual Homes*, and *What's Inside?*

Step 2 - Unpack lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (opinion with supporting reasons)

Step 5 - Draft - Beginning/Middle/End

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

Ask and Answer Questions about Stories:

Students ask and answer specific questions such as who, what, when, where, why, and how to demonstrate their understanding of key details in a story.

Read: Today we will read an adventure story and ask and answer questions about key details in the story. 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.

Explore: Read aloud the essential question to set the purpose for the second read. Tell students that they will need to take a closer look at the details in the text and illustration to ask and answer questions. Have students read the text.

Think: Explain to students that you will reread the story and ask questions about story elements. Direct students' attention to the chart. Explain that it will help them to organize questions and answers about the story's details. Use the Think Aloud to guide your modeling. Encourage students to work with a partner to continue rereading the story and underline key details. Then have partners work together to complete the chart.

- Circulate and provide assistance as needed.
- Encourage volunteers to share their completed charts.
- Guide students to see each question should be about the characters, setting, and events in the story and each answer should be found using key details in the text.

Talk: Read aloud the Talk Prompt

- Have students underline another key detail in the story. Students will ask partners the question and discuss the answers.
- Ask volunteers to share their ideas.

Write: Quick write - Have students write a response about the story.

Wrap Up: Have students recall the Learning Target. Have them tell how knowing how to ask and answer questions helped them to understand the story.

Assessment: informal assessment on students' writing responses

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Realia and Manipulatives
- 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
- Third party website such as Goalpost

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- 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
- Sound Wall
- 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 and Resources:

Wonders program

Student Books

Teaching Resource Book

Language Handbook

Sound Phonics Cards

High Frequency Word Wall

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

[Scholastic News](#)

[Handwriting Hub](#) | [Iowa Reading Research Center](#)

You can also use third party vendor websites such as:
Commonlit, Kahoot, ReadWorks, Epic Books

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

- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade Level Expectations

- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels
- You can also use third party vendor websites such as Commonlit.org and other reading passages.

Unit Reflections

Teacher Notes:

Unit 4: It's on the Map!

Duration: 30 Days

Standards/Learning Targets
Focus Standards (Major Standards)
Progress Indicators - Craft and Structure in Literature
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. ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language 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. ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). 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.

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.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.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different

cultures.

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.

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.
- 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 phrases.

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 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 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.	
Career Readiness, Life Literacies, and Key Skills 9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	
Evidence of Student Learning	
Performance Tasks/Use of Technology ● Conferencing with individual students ● Small group ● Open Ended Questions ● Observations ● Google Slides ● Scholastic News ● Brainpop Jr. ● Resources from third party vendors such as: Readworks, CommonLit/free reading Passages, Kahoot, and Epic Books	Other Assessments ● Phonics Assessments ● Exit slips ● Teacher Clipboard notes ● Peer/Self Assessments ● Think Pair Share ● Strategic Questioning ● 1,2,3 response ● Weekly Data from tracking students (clipboard or other)

	Summative • Writing; sentences and open responses • Vocabulary assessment • Social Studies assessment Benchmark Alternative • Scholastic News • Brainpop Jr. • Resources from third party vendors such as: ◦ Readworks, CommonLit/free reading Passages, Kahoot, Epic Books
Knowledge and Skills	
Content	Skills
Unit Essential Questions • What do maps show? ◦ Where is a place that you would like to visit? ◦ Have you traveled far? ◦ How did you travel? ◦ What is a continent? ◦ What is an ocean? ◦ What are the names of the continents and oceans? • How do authors choose the right words to help make writing clear? • What is narrative writing? • What does sentence fluency mean?	Unit Goals Students will be able to... • Practice r-Controlled vowels; er, ir, ur, and or to create words with 80% accuracy. • Practice r-Controlled vowels; ear, eer, and ere to create words with 80% accuracy. • Practice r-Controlled vowels; are, ere, air, and ear to create words with 80% accuracy. • Use diphthongs /ou/ and /ow/ in writing with 80% accuracy. • Use a dictionary to check the spelling of words. • Compare formal and informal uses of English. • Use context clues in reading to understand the meanings

Enduring Understandings • When reading, use clues to find the meaning of words. • Use text features to find information to understand. • Decide on the reason why the author wrote a text. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	of words with 80% accuracy. • Use prefixes; re-, pre-, un-, and dis- and their meanings in reading and writing with 80% accuracy. • I can add words to sentences to make them more exciting to read. • Understand differences in the points of view of different characters in the story. • Demonstrate understanding a point of view by speaking in a different voice for each character when reading dialogue. • Recall information from experiences or gather information from text to answer questions with 80% accuracy. • Build on others' talk in conversations by linking comments to the remarks of others. • Use the meaning of individual words to predict the meaning of compound words with 80% accuracy. • Use vocabulary acquired through text in everyday conversation. • Write narrative stories with a beginning, middle and ending, providing a closure with 80% accuracy using a provided rubric. • Engage in collaborative discussions with a partner or whole group. • Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions. • Use expression, intonation and phrasing of fluency of text with 80% accuracy.
Instructional Plan	
Suggested Activities	Resources

Writing Skills: Sentence Fluency

Sentence Fluency Lesson: I can define and use the word ‘sentence fluency’ in my writing. I can practice using symbols to correct errors in a sentence.

I Do: Post ‘sentence fluency’ poster 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.

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

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

I Do: 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

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
- 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

what a continent is and what a body of water is. We will review the correct definitions.

We Do: 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).

They Do: 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 color the continents green and the oceans blue.

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

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

I Do: 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.

We Do: 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.

They Do: Students fill out the remainder of the KWL chart.

Students will complete the easy or hard quiz from Brainpop Jr.

Write a Narrative: Diary Entry

Over the course of Unit 4, students write a narrative diary entry telling about their day as a shark living in the ocean. They will include details to describe actions, thoughts, and feelings. They will use temporal words to signal event order. Then provide a sense of closure. Students will use a checklist to self-assess during the editing phase of the writing process.

Step 1 - Learn about Narrative Writing. Read a mentor text about diaries

Step 2 - Unpack lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (answer “W” questions)

Step 5 - Draft - Beginning/Middle/End

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

Reading Lesson - Learn Unfamiliar Words:

Use context clues to help determine the meaning of unfamiliar words and phrases.

Read: Today we will read a social studies article that will contain some words that you may not know. First, you will read to understand what the article is about. Then, you will reread with a partner to make sure that you understand all of the new words in the text.

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

Explore: Read aloud the essential question to set the purpose for the second read. Tell students that they will take a closer look at words that they didn't know. Have students read aloud the text.

Think: Explain to the students that you will reread part of the text. Then, you will model how to find details in the text to fill in the chart. Encourage students to work with a partner to reread the passage to complete the chart.

Talk: Read aloud the a prompt

- Have partners respond to the prompt. Use the Talk Routines.
- Ask volunteers to share their ideas.

Write: Have a student read aloud a writing prompt. Invite a few students to tell what the prompt is asking them to do. Remind students that they will need to find two clues in the article to help them know the meaning of the word attendants. Point out that these details should come from details in the text. Students will write their answers.

Wrap Up: Ask students to recall the learning target. Ask them to share how they found the meanings of unfamiliar words in the article and how that helped them to understand the topic.

Assessment: Informal assessment of students' writing.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language

usage in listening and speaking.

- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- 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
- 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
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction-guided
- 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
- Follow All Iep Modifications
- Scribe For Students Who Can’t 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

- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials and Resources:

Wonders program

Student Books

Teaching Resource Book

Sound Phonics Cards

High Frequency Word Wall

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

[Scholastic News](#)

[Handwriting Hub | Iowa Reading Research Center](#)

Commonlit, Kahoot, ReadWorks, Epic Books

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

- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade Level Expectations

- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels
- You can also use third party vendor websites such as Commonlit.org.

Unit Reflections

Teacher Notes:

Unit 5: Tell Me About It	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
Progress Indicators - Integration and Knowledge in Informational Texts	
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. ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language 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. ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .	

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

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.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different

cultures.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

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.
- 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.

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 phrases.

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

Use the above Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

Primary Interdisciplinary Connections

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing
- Individual
- Small group
- Open Ended Questions
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.

Resources from third party vendors such as: Readworks, CommonLit/free reading Passages, Kahoot, Epic Books

Other Assessments

- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning
- 1,2,3 response
- Weekly Data from tracking students (clipboard or other)

Summative

- Writing; sentences and open responses
- Vocabulary assessment

Benchmark

-

Alternative

- Scholastic News
- Brainpop Jr.
- Resources from third party vendors such as:
 - Readworks, CommonLit/free reading Passages, Kahoot, and Epic Books.

Knowledge and Skills

Content

Skills

Unit Essential Questions

- Tell Me About It
 - Can you think of a story that is special to you?
 - Has anyone in your family ever told you a story that is interesting?
- How do you read and create a map?
- How do authors choose words to tell a story?
- How do those words help readers to understand stories, poems, and songs?
- What is voice in writing?
- What are absolute and relative locations?
- What is informative/explanatory writing?

Enduring Understandings

- Tell how sounds can give a story meaning.
- Tell how words give rhythm and meaning to a poem or song.
- I will understand what absolute and relative locations are on a map.
- Describe the beginning, middle, and ending of a story.
- Find the differences and characters' points of view.
- Why is voice important in my writing?
- Write informational/explanatory texts to examine a topic and convey ideas and information clearly.

Unit Goals

Students will be able to...

- Practice diphthongs: /oi/ and /oy/ to create words with 80% accuracy.
- Practice variant vowels: /oo/, /ou/, and /u/ to create words with 80% accuracy.
- Practice variant vowels: /oo/, /ou/, /o_e/, /ew/ and /ue/ to create words with 80% accuracy.
- Practice variant vowels: /aw/, /au/, and /al/ (saw,sauce,salt,ball) to create words with 80% accuracy.
- Practice digraphs: /ea/, /ou/, and /y/ to create words with 80% accuracy.
- Practice adding prefixes and suffixes (-y,-ly, -er, -or) to root words to build language with 80% accuracy.
- Compound words are two smaller words, students will figure out the word meaning by thinking about the two smaller words in reading with 80% accuracy.
- Practice using dictionaries and glossaries.
- Incorporate voice in writing.
- Use contractions; ('ll, 've, 're, 's) in reading and writing with 80% accuracy.
- Explain how visual features, such as diagrams, contribute and clarify the information in a text with 80% accuracy.
- Use both words and images to understand the information in a text with 80% accuracy.
- Recall information from experiences or gather information from texts to answer a question with 80% accuracy.
- Understand the difference between absolute and relative locations on a map.

	● Build on others' talk conversations by linking their comments to the remarks of others. ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Use vocabulary acquired through text. ● Read grade-level text with appropriate phrasing, expression and intonation with 80% accuracy.
Instructional Plan	
Suggested Activities	Resources
Writing Skills: Writing Traits - Voice Writing Skills: Voice Lesson: I can define and use the word 'voice' in my writing. I can practice using symbols to correct errors in a sentence. I Do: Post 'voice' poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'voice.' Explain that over the next month, we are going to be learning new vocabulary in writing. Today's new word will be 'voice.' Ask students to guess the meaning of the word and write down their answer. We Do: Discuss the following sentences as whole group: a. weak voice I ate all my dinner. b. strong voice I gobbled up every tasty bite. Read the following paragraphs aloud and let the students Think-Pair-Share to decide which has better voice and why: a. I went canoeing with friends. They brought their dog. It was hot outside. The water felt good. The dog liked to play in the water with us. We all got wet. It was fun! b. One sizzling August afternoon my friends and I cruised down the Wisconsin River on a bright red canoe. Their energetic	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. ● Handwriting Hub Iowa Reading Research Center Resources for students approaching grade level expectations: ● Sound Wall/Sound Cards ● Sound Wall ● Magnet Letters ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writing checklist ● White Boards ● BrainpopJr.

golden retriever, Paddington, rode along with us.
Tell students that we will be reading the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

They Do: After reading the book students will work with partners or small group to discuss the following question:

- Is the writer enthusiastic about the topic?
- Does this writing have personality?
- How does the writer feel?
- Does the story hold the reader's attention?

Students will write independently a few sentences using voice, then share it with partners as the teacher listens.

Social Studies Lesson: What are absolute and relative locations on a map? *Read Me on the Map*.

I Do: Ask students to talk with their partner or group to define the word location. Then, ask them to try to define what absolute and relative mean. Ask students to share their answers. Put the definitions on the board along with examples.

We Do: We read; *Me on the Map*. We discuss different locations in the world, continent, country, state, and town. We identify what a relative location and absolute location means in relation to where we live.

They Do: Students will create a map of the school and write the address, its absolute location. Then discuss relative locations near the school with their partner.

Point of View Reading Lesson:

Read stories about characters and their feelings to explore their point of view. Pay attention to the dialogue and figure out how each character feels or thinks about what is happening will show the characters' point of view.

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

Read: Today we will read a new book. First, we'll read for you to understand what the author says. Then, you'll read to analyze, or think carefully about, how the details reveal the characters' point of view. Read mentor text.

- Who are the main characters?
- What is the text mostly about?

Explore: Read aloud the essential question to set the purpose for the second read. Students will discuss characters, their point of view, and details from the text.

Think: Explain to the students that you will reread a specific line from the text. Then you will model how to figure out the character's point of view. Model how to find details in the text to fill in the chart. Encourage students to work with a partner to reread the story to complete the graphic organizer. Remind students that the Buddy Tip will help them to find the details they need to figure out each character's point of view.

Talk: Point of View

- Have partners discuss the point of view of the character
- Ask volunteers to share their ideas.

Write: Have a student read aloud the writing prompt. Invite a few students to tell what the prompt is asking them to do. Make sure students understand that they need to explain how the character is feeling and why. Point out that details in their charts will support their writing.

Wrap Up: Ask students to recall the learning target. Have them explain how figuring out the different points of view of the characters helped them better understand this text.

Assessment: Use responses to assess student's writing

***History of contributions of African-Americans (Amistad Law) (N.J.S.A. 18-A-35-4.43)**

Lesson: Read Aloud: *Amazing Grace*

I Do: Ask students to talk to a partner about pretend games. Do they play different pretend games when they are alone?

We Do: Read/listen to *Amazing Grace*.

They Do: Students will take notes about how Grace reacts to wanting to be Peter Pan, how the class reacts to her choice, and what kind of girl she really is.

Discuss in a whole group how caring is so important. Share other ways to care for each other.

Writing to Inform: Lab Report:

Over the course of Unit 5, students write informative/explanatory texts in which they write a lab report telling about a bottle-car experiment and the results. They will introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.

Step 1 - Learn about Informational Writing. Read mentor texts, *Lifting with a Lever, Wheels, and Simple Machines*

Step 2 - Unpack lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (plan - if/then)

Step 5 - Draft - Beginning/Middle/End

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia And Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Sound Wall
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- Have Students Repeat What Was Said
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- Technology Resources

Students with 504 Plans:

- Follow All 504 Modifications

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- Use Centers And Group Students According To Ability Or Interest
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Teaching Resource Book

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High Frequency Word Wall

Tutorials to Show Sounds

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Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved novels
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Unit Reflections

Teacher Notes:

Unit 6	Duration: 30 days
Standards/Learning Targets	
Focus Standards (Major Standards) with WIDA Standards	
Progress Indicators - Integration of Ideas and Knowledge in Literature	
Key Ideas and Details 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. ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language 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. ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by • Identifying the main idea and key details • Referring explicitly to descriptions for themes and relationships among meanings • Describing relationship between a series of events, ideas or concepts, or procedural steps 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.

Craft and Structure

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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

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.

Integration of Knowledge and Ideas

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.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

Supporting and Additional Standards

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

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, e -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.

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.

Use the above Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

Primary Interdisciplinary Connections

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

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- White boards for phonics word building
- Open Ended Questions
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.
- Informational/Explanatory Writing
- Resources from third party vendors such as: Readworks,

Other Assessments

- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- **Strategic Questioning**
- **1,2,3 response**
- Weekly Data from tracking students (clipboard or other)

Summative

CommonLit/free reading Passages, Kahoot, and Epic Book.,	• Writing; sentences and open responses • Vocabulary assessment Benchmark Alternative • Scholastic News • Brainpop Jr. • Resources from third party vendors such as: ◦ Readworks, CommonLit/free reading Passages, Kahoot, and Epic Books
Knowledge and Skills	
Content	Skills
Unit Essential Questions • Can water and other elements change land quickly? • Can it also change over periods of time? ◦ What is a feature of land in our state? ◦ Why do you think people like to hike on mountains and in canyons? • What is word choice? • What are Landforms? • Why do stories and nonfiction text include details to show who, what, when, where, why, and how? • How can pictures show more about what you read? • How do authors give reasons for their ideas? • How can texts about the same topic be alike and different? • What is the integration of knowledge and ideas in literature?	Unit Goals Students will be able to... • Use closed and open syllable patterns in reading and writing with 80% accuracy. • Review and practice all final e syllable patterns with 80% accuracy. • Review and practice all final stable syllable patterns with 80% accuracy. • Review and practice all vowel team syllable patterns with 80% accuracy. • Use strong words to tell exactly or most clearly what is happening in a sentence. • Use adjectives and adverbs to describe in writing. • Use inflection endings to describe. • Read and write prefixes: re-, pre-, un-, and dis- with 80% accuracy.

• Can I use graphics and pictures to predict what a story is about? • What is an opinion letter? Enduring Understandings • Use pictures in a text to help understand the passage. • Find important points an author makes in a passage. • Find the reasons the author uses to make these points. • Word choice using content specific vocabulary in writing. • Compare and contrast the most important points in two texts on the same topic. • Explain how pictures in a story help to understand a story's characters. • Explain how pictures in a story help to understand a story's setting. • Explain how pictures in a story help to understand a story's plot. • Compare and contrast the same story told by two different authors. • Compare and contrast the same story told by two different cultures. • Write opinion pieces on topics or texts, supporting a point of view with reasons.	• Read and write suffixes: -er, -or, -ly, -y, -ful, and -less with 80% accuracy • Write, revise and edit an opinion letter using the NJDOE rubric and achieve 80% accuracy. • Use precise and accurate vocabulary in sentences and paragraphs and varied word choice. • Engage in collaborative discussions with a partner or whole group. • Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions. • Use expression, intonation and phrasing of fluency of text with 80% accuracy.
Instructional Plan	
<i>Suggested Activities</i>	Resources
Writing Skills: Writing Traits - Word Choice Lesson: Start With a video that explains why it is important to choose	Resources for on-grade students: • Graphic organizer with sentence stems

descriptive words in my writing.

I Do: Post ‘word choice’ poster somewhere in the room so students can easily see. Have everything on the poster covered except for the words ‘word choice.’ 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 ‘word choice.’ Ask students to guess the meaning of the word and write down their answer.

We Do: Read aloud, *Yesterday I Had the Blues*. On the board, list the colors: blue, green, gray, pink, indigo, yellow, red, silver, and gold. Ask students to name their favorite color; encourage students to choose colors beyond the basic red, yellow, blue, etc. Tell students to think of an interesting time or place in their own life that they associate with their color. Read the example from the book, such as “The runnin’ my hand along the hedges greens,” and ask them to write their own sentences like it. Model by doing this for your color choice.

They Do: Students complete this activity independently and also make pictures that go along with their sentences. Then ask students to take turns reading their colorful sentences aloud.

Science Lesson: Landforms- Brainpop Jr. Landforms

I Do: Activate prior knowledge. Display an image of a landscape with some different landforms for students on the Smartboard. Prompt students to share what they notice.

We Do: Build knowledge, play the Landforms movie on Brainpop Jr. Click the pause button each time a question appears in Annie’s Notebook and discuss it as a class. Then play to see how Annie answers it. Students take the Easy Quiz or Hard Quiz, demonstrating what they learned about the topic while applying essential literacy skills.

They Do: Students express what they learned about landforms

- Partners
- Anchor Charts
- Word Banks
- Writing Traits
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

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

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

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

- District Approved and Selected Novels
- Writing Traits
- 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

while practicing essential literacy skills with one or more of the following activities. Differentiate by assigning ones that meet individual student or grade-level needs.

- Draw About It: Draw a landscape that includes a landform.
- Activity: Write a shape poem about a mountain or hill.
- Talk About It: Find and describe examples of different landforms on a map or globe.
- Write About It: Write about a landform you'd like to visit and explain why.

*Mandate - History of disabled and LGBT persons ([Section 18A:35-4.35](#))

I Do: Read- *The Greedy Triangle* by: Marilyn Burns

We Do: Discuss with a partner how many different shapes and sizes they saw in the book. Discuss how they were all different and how they were the same. Relate this to how people are all the same and different.

They Do: Students will use a template to cut out a figure of a child. Then they will use construction paper to make clothing and designs on their person that best represents them.

Hang their people in the classroom and direct their attention to show how the same and different everyone is.

Compare and Contrast Two Stories:

Compare and Contrast Two Stories pages:

Read: Today we will read two versions of the same story. First, we will read to understand what each author says. Then, we'll

read to identify key details in each tale to help you compare and contrast the stories.

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

- What do both characters do in both stories?
- How did the endings of both stories surprise you?

Explore: Read aloud the essential question to set the purpose for the second read. Tell students that they will need to take a closer look closely at characters and plots in both stories to compare and contrast them.

Think: Explain that you will reread the first story. Then you will model how to find details to complete the Venn Diagram..

Circulate and provide assistance as needed.

- Encourage students to work with a partner to continue to reread the stories and work to complete the Venn Diagram.
- Ask volunteers to share what they wrote in their venn Diagrams.
- Make certain that students understand that key details need to support the main topic.

Talk: Read aloud the Talk Prompt

- Have partners discuss how the characters are alike and different.
- Ask volunteers to share their ideas.

Write: Quick write - Have students respond to the Write Prompt. Reminds students to use their Venn Diagram to help them answer.

Wrap Up: Ask students to recall the Learning Target. Call on volunteers to explain how comparing and contrasting gave them a deeper understanding of the characters and message in both stories.

Assessment: Informal assessment of students' writing

Write an Opinion: Letter

Over the course of Unit 6, students write a letter to the school librarian, sharing their opinion about which story they would choose. They will write an opinion piece in which they introduce a topic or book they are writing about, stating an opinion. Then supply reasons that support their opinion, using linking words to connect opinion and reason, and provide a concluding statement or section.

Step 1 - Learn about Opinion Writing. Read mentor texts, *Dear Mrs. Wadi*, *The Boy Who Cried Wolf*, and *The Boy Who Cried Alien*

Step 2 - Unpack lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (opinion with supporting reasons and details)

Step 5 - Draft - Beginning/Middle/End

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

Explaining How Images Support Text:

Read: Today we will read a science article. First we will read to understand what the author says. Then, we will re-read and study the image to better understand the information in the article. When students are finished reading, ask questions to check for understanding.

- What is the problem?
- Ask other text related questions.

Explore: Set the purpose for the second read. Tell students that they will need to look at the diagram and think about how it helps them to understand the text.

Think: Explain to students that you will reread the article and explain what details they need to find to complete the chart. Then model how to find details in the passage. Complete the chart to show what the text tells and what the diagram shows. Circulate and provide assistance as needed.

- Encourage volunteers to share their completed charts.
- Discuss how the text and diagram work together to better understand the information.

Talk: Read aloud a Talk Prompt: Discuss what you read in the article with your peers.

- Circulate to ensure students are discussing what they read.
- Ask volunteers to share their ideas.

Write: Quick write - Ask a student volunteer to read the Writing Prompt.

Wrap Up: Ask students to recall the Learning Objective. Ask them to share how looking at the image helped them to better understand what they read.

Assessment: Use student responses to informally assess writing.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use of Realia And Manipulatives
- 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
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
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Decodable Readers

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Unit Reflections

Teacher Notes:

Language Functions and Sample Language Features

Orient audience to context through... ■ Pictures, descriptive title, opening statements (It was a dark and stormy night; "What?!" exclaimed Mom) to capture the reader's interest ■ Expanded noun groups to introduce characters (the old man on the block, the hungry little mouse) ■ Adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner) ■ Statements to introduce problem or complication (The boat began to leak. It all started when...)

Develop story with time and event sequences, complication, resolution, or ending through... ■ Saying verbs (yelled, said, whispered) to add details about characters in dialogs ■ Verbs to describe what characters do, think, and feel ■ Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night) ■ Connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so) ■ Verbs and adjectives to judge behavior and situation (mended, destroyed, nasty, thoughtful) ■

Declarative statements to provide closure (The End, It was over for good.) Engage and adjust for audience through... ■ Language to address reader/listener and draw them in (It was so exciting!) ■ Word choices to convey attitudes, develop suspense, share excitement (my amazing adventure, super interesting, fantastic!) ■ Sensory and literary language (yucky), onomatopoeia (BOOM! CRASH!) to add interest ■ Tone of voice, gesturing, acting behaviors to adjust for story audience ■ Pictures and other graphics to complement storyline

Introduce and define topic and/or entity for audience through... ■ Descriptive title, generalized nouns to introduce topic and/or entity (The Mississippi River, Whales) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying) ■ Relating verbs (have, be, belong to) to define or describe topic and/or entity (Penguins are birds that cannot fly.) ■ Factual statements without evaluative language (brown caribou versus really cool caribou)

Add details to define, describe, compare, and classify topic or entity through... ■ Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (four bright blue eggs) ■ Prepositional phrases to describe place or location (next to the water, inside the Earth) ■ Timeless present verbs (swims, eats, migrates) to indicate generalizable nature of information ■ Visuals (drawings, labeled diagrams, graphics) to support key ideas ■ Signal words to show comparisons (bigger than, the fastest, more colorful, unlike, but, similar to, different from)

Develop coherence and cohesion throughout text through... ■ Headings to organize information (Habitat, Diet, Parts of a Plant) ■ Pronouns (he, it, they), demonstratives (this, these, that, those), renaming (penguins=flightless birds=they) to reference ideas and entities across text ■ Single nouns to represent abstract concepts (habitat, ecosystem, watershed)