Wall Township Public Schools	Board Approval Date: 8/20/24

Grade 2 ELA

This course will establish a literature-rich climate as 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. Teachers will use complex, authentic texts to engage students in opportunities to practice close reading strategies and meaningful writing opportunities across a variety of genres and formats. 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.

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Good Citizenship in Communities Based on the Unit 1 Overview, this unit explores citizenship, communities, volunteering, recycling, and environmental stewardship through informational and visual texts. Students summarize informational texts, determine an author's purpose, and write an explanatory piece supported with text evidence.	Weeks 1-6 30 days
Unit 2: Inspiration & Painting This six-week unit explores how artists express ideas and emotions through painting and portraiture. Students read fiction, informational texts, poetry, and visual texts to analyze characters, story structure, and artistic expression before writing an opinion piece supported with evidence from the anchor text, *Painting Pepette*.	Weeks 7 - 12 30 days
Unit 3: Plants and Animals in the Desert In this six-week unit, students investigate how plants and animals survive in desert habitats by exploring adaptations, ecosystems, and the role of the saguaro cactus. Through informational texts, realistic fiction, and visual media, students develop research, reading, and explanatory writing skills while comparing information from multiple sources about life in the desert.	Weeks 13-18 30 days
Unit 4: Appreciating Our National Parks In this six-week unit, students explore the beauty, purpose, and significance of U.S. national parks through poetry, informational texts, and visual media. They learn about Yellowstone and Grand Canyon National Parks while developing reading, writing, vocabulary, and foundational literacy skills. The unit culminates in an opinion essay explaining which national park they would rather visit using evidence from poetry and informational texts	Weeks 19-24 30 days

Unit 5: Folktales and Fables This six-week unit explores folktales and fables from different cultures and the lessons they teach. Students retell and compare traditional stories, analyze characters and central messages, write an original narrative that teaches a lesson, and collaborate to present a reader's theater performance.	Weeks 25-30 30 days
Unit 6: Water on the Move This six-week unit explores where water is found, how it moves in liquid and solid forms, and how it changes the land. Students read informational and visual texts, research bodies of water, create a collaborative three-dimensional model, and write an explanatory response using facts from *Follow the Water from Brook to Ocean*.	Week 31-36 30 days

Unit 1: Good Citizenship in Communities

Stage 1: Desired Results

Unit 1: Good Citizenship in Communities

Unit Summary: In this six-week unit, students explore what it means to be a responsible citizen and how individuals contribute to their communities. Through informational texts about citizenship, service, recycling, and community involvement, students build reading, writing, vocabulary, and foundational literacy skills while learning how people work together for the common good. The unit culminates in an explanatory writing task in which students identify an author's purpose using evidence from an informational text.

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

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

- L.RF.2.3.A: Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B: Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C: Decode words with common prefixes and suffixes.
- L.RF.2.3.D: Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E: Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.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.

- L.RF.2.4.A: Read grade-level text with purpose and understanding.
- L.RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.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.

- L.WF.2.1.A: Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.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.

- L.WF.2.2.A: Regular, single-syllable words that include:
    i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
iv. Vowel-r combinations (turn, star, third, four/for).
v. Contractions (we'll; I'm; they've; don't).
vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

- L.WF.2.2.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).
- L.WF.2.2.C: Words with suffixes that require:
  i. consonant doubling (penning, slimmed).
  ii. dropping silent-e (smiled, paving).
- L.WF.2.2.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.

- L.WF.2.3.A: With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- L.WF.2.3.B: Capitalize holidays, product names and geographic names.
- L.WF.2.3.C: Supply adjectives in noun phrases to make them more precise or engaging.
- L.WF.2.3.D: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- L.WF.2.3.E: Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3.F: Use an apostrophe to form contractions and frequently occurring possessives.
- L.WF.2.3.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.

- L.KL.2.1. A: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1. 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.

- L.VL.2.2.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.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).
- L.VL.2.2.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RI.CR.2.1: Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2: Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
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.
opportunity to integrate climate change education.
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.IW.2.2: Write informative/explanatory texts to examine a topic and convey ideas and information.
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- W.IW.2.2.A: Introduce a topic clearly.
- W.IW.2.2.B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.IW.2.2.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.

- W.WP.2.4.A: Identify audience and purpose before writing.
- W.WP.2.4.B: Participate in self-evaluation of written work.
- W.WP.2.4.C: With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5: Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.RW.2.7: Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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- SL.PE.2.1.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).
- SL.PE.2.1.B: Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.PE.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.AS.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.

Computer Science & Design Thinking (*CS & DT***):**

- 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Interdisciplinary Connections:

NJSLS Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5:Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems, for example, open-mindedness, compassion, civility, and persistence.

Climate Change Education Connections:

- Multiple texts explicitly address recycling, composting, reuse, reducing waste, and environmental stewardship, including *Green Planet Recycling*, *Recycle and Reuse Together*, and *One Plastic Bag*. Students learn how recycling and reusing materials help keep communities and the environment clean. The unit does **not** explicitly teach climate change, global warming, or climate science, but it does provide authentic instruction in environmental stewardship, which supports New Jersey's climate change education integration.

DEI Connections:

- The unit explicitly teaches respect, cooperation, responsibility, belonging, caring for others, and participation in communities. These concepts promote inclusive community participation and respectful interactions

Learning Targets

Unit Essential Questions:

- How can community members care for each other? *(Unit Essential Question)*
- What makes someone a good citizen?
- How do people contribute to their communities?
- Why do authors write informational texts about communities and citizenship?

Unit Enduring Understandings:

- Communities are made up of people who live, work, and play together.
- People belong to more than one community.
- Good citizens help and care for their communities.
- Authors use informational texts to teach readers about important ideas and purposes.

Learning Objectives

Students will be able to:

- Summarize informational texts.
- Identify the topic and main idea.
- Identify an author's purpose.
- Recall and gather information from texts.
- Ask and answer questions using evidence from text.
- Determine the meaning of unfamiliar words using context.
- Explain how text features and images support understanding.
- Write explanatory texts.
- Plan, draft, revise, edit, and publish explanatory writing.
- Produce complete simple sentences.
- Identify and correctly use proper nouns.
- Apply grammar conventions.
- Decode and encode words with short vowels, digraphs, blends, inflectional endings, and compound words.
- Read grade-level text accurately and fluently.

Vocabulary

Unit Vocabulary

- citizen
- community
- cooperate
- volunteer

Key Vocabulary

Module 1

- neighborhood
- belong
- respect
- responsible

Module 2

- active
- deeds
- donate
- common good
- recycle
- environment

Module 3

- discovers
- gathers

Academic Vocabulary

- key details
- summarize
- topic
- main idea
- details
- nouns
- common nouns
- proper nouns
- verb
- compound word
- subject
- predicate
- fragment
- complete sentence
- text features

	• members • charity	• author's purpose • images • context clues • topic sentence • fact • conclusion sentence • explanatory writing

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks
- Topic and main idea activities
- Author's purpose activities
- Vocabulary activities
- Text feature analysis
- Ask-and-answer-question activities
- Context clues practice
- Grammar and language practice
- Explanatory writing checkpoints (Analyze, Plan, Draft, Revise)
- Community Newsletter project checkpoints
- Foundational Skills Weekly Assessments (Weeks 1-4)
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment

Summative Assessments:

- **Integrated Literacy Unit 1 Assessment**
- **Foundational Skills Unit 1 Assessment**
- **End-of-Unit Explanatory Writing:** Explain the author's purpose in *Doing Your Part: Serving Your Community* using two facts from paragraph 30 ("Try It!") to support the response.
- **Community Newsletter:** Collaborative class project in which students create a newsletter that shares information and ideas about good citizenship in their community.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Instructional Resources

Anchor Texts
- *Doing Your Part: Serving Your Community by Kelly Rodgers*

Conceptual Texts
- *What Is a Community?*
- *Super Citizens*

Connection Texts
- *Citizenship at School* by Corina Jeffries
- *Be the Change in Your Community* by Megan Kopp
- *Green Planet Recycling* by Rebecca Pettiford
- *One Plastic Bag* by Miranda Paul

Visual Texts
- *Recycle and Reuse Together*

Foundational Skills Materials
- Foundational Skills Teacher's Guide
- Foundational Skills Student Practice Book
- Connected Texts (Decodable Readers)
- Foundational Skills Weekly Assessments
- Foundational Skills Unit 1 Assessment

Writing Materials
- Writing Teacher's Guide
- Writing Student Interactive Practice Book
- Process Writing resources (Analyze, Plan, Draft, Revise, Publish)
- Process Writing Rubrics
- End-of-Unit Explanatory Writing Task
- Community Newsletter project materials

Reading Resources
- Unit Media
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Support & Extend Passages

Classroom Project Materials
- Community Newsletter project materials
- Chart paper or poster paper
- Writing paper or digital publishing materials
- Classroom research resources about communities and citizenship

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Specific Strategies and Practices that Support English Language Learners:

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Follow All 504 Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy

Unit 2: Inspiration and Painting

Stage 1: Desired Results

Unit 2: Inspiration and Painting

Unit Summary: In this six-week unit, students explore how artists express ideas, feelings, and experiences through painting and portraiture. Through fiction, informational texts, poetry, and visual texts, students analyze characters, story structure, and artistic expression while developing reading, writing, vocabulary, and foundational literacy skills. The unit culminates in an opinion essay supported with evidence from both the words and illustrations of *Painting Pepette* and a collaborative Self-Portrait Gallery Exhibit.

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

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

- L.RF.2.3.A: Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B: Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C: Decode words with common prefixes and suffixes.
- L.RF.2.3.D: Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E: Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.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.

- L.RF.2.4.A: Read grade-level text with purpose and understanding.
- L.RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.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.

- L.WF.2.1.A: Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.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.

- L.WF.2.2.A: Regular, single-syllable words that include:
    i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
iv. Vowel-r combinations (turn, star, third, four/for).
v. Contractions (we'll; I'm; they've; don't).
vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

- L.WF.2.2.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).
- L.WF.2.2.C: Words with suffixes that require:
  i. consonant doubling (penning, slimmed).
  ii. dropping silent-e (smiled, paving).
- L.WF.2.2.D: Most often used words in English:
  i. Irregular words (against, many, enough, does).
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- L.WF.2.3.D: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- L.WF.2.3.E: Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3.F: Use an apostrophe to form contractions and frequently occurring possessives.
- L.WF.2.3.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.

- L.KL.2.1. A: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1. 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.

- L.VL.2.2.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.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).
- L.VL.2.2.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.VI.2.3.A: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.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.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.

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.

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.

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.

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

- W.AW.2.1.A: Introduce an opinion.
- W.AW.2.1.B: Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.AW.2.1.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.

- W.WP.2.4.A: Identify audience and purpose before writing.
- W.WP.2.4.B: Participate in self-evaluation of written work.
- W.WP.2.4.C: With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5: Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

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

opportunity to integrate climate change education.

- SL.PE.2.1.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).

- SL.PE.2.1.B: Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.PE.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

Interdisciplinary Connections:

NJSLS Visual & Performing Arts - 2020

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community

DEI Connections

- *Oh, Olive!* centers on valuing different ways of thinking and creating. The story teaches acceptance of diverse artistic expression and perspectives rather than conformity.

Learning Targets

Unit Essential Questions:

- How do artists express their feelings and ideas in their artwork?
- How do artists find inspiration?
- Why do artists create portraits?
- How do words and illustrations help us understand a story?

Unit Enduring Understandings:

- Artists express their ideas, feelings, and experiences through their artwork.
- Artists use different techniques and styles to create meaning.
- Portraits can communicate personality and tell stories.
- Readers use both words and illustrations to better understand a text and support their opinions.

Learning Objectives

Students will be able to:

- Describe story elements and story structure.
- Retell literary texts.
- Describe characters' experiences and how they change over time.
- Ask and answer questions using evidence from texts.
- Determine the meaning of unfamiliar words using context clues.
- Summarize literary and informational texts.
- Explain how illustrations contribute to meaning.
- Describe features of poetry.
- Write an opinion piece supported with reasons and evidence.
- Plan, draft, revise, edit, and publish opinion writing.
- Use simple and compound sentences.
- Use irregular verbs, possessive nouns, and subject-verb agreement correctly.
- Decode and encode words with final *e*, soft *c* and *g*, three-letter blends, long vowel patterns, inflectional endings, and possessives.
- Read grade-level texts accurately and fluently.

Vocabulary

Unit Vocabulary

- art
- artist
- painting
- portrait

Key Vocabulary
Module 1

- feelings
- canvas
- imagination
- idea
- experiment
- valuable
- easel

Academic Vocabulary

- summarize
- key details
- discussion
- context clues
- linking words
- text features
- images
- subject

	• light • designs **Module 2** • experiences • magnificent • brilliant • serious **Module 3** • subject • personality • muse • creative • gazed • adored • essence • admired • revealed	• verb • subject-verb agreement • rhyme • rhythm • stanza • repetition • pronoun • personal pronouns • predicate • synonyms • antonyms • quotation marks • characters • setting • events • plot • story structure • character experiences • opinion • reason • opinion writing • conclusion • possessive noun • present-tense verbs • past-tense verbs

Stage 2: Evidence of Student Learning

Formative Assessments: • Daily comprehension checks • Ask-and-answer-question activities • Story retelling activities • Story elements and story structure activities • Character experience activities • Poetry analysis activities • Vocabulary and context clue activities • Grammar and language practice	• Self-Portrait Gallery Exhibit checkpoints • Foundational Skills Week 1 Assessment • Foundational Skills Week 2 Assessment • Foundational Skills Week 3 Assessment • Foundational Skills Week 4 Assessment • Integrated Literacy Module 1 Assessment • Integrated Literacy Module 2 Assessment • Opinion writing checkpoints (Analyze, Plan, Draft, Revise)

Summative Assessments:

- Integrated Literacy Unit 2 Assessment
- Foundational Skills Unit 2 Assessment
- End-of-Unit Opinion Writing: Students explain which portrait of Pepette should hang on the family wall using evidence from both the words and illustrations in *Painting Pepette*.
- Self-Portrait Gallery Exhibit: Students create multiple self-portraits and collaborate to produce a class gallery exhibit.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts

- *Painting Pepette* by Linda Ravin Lodding

Conceptual Texts

- *Art Q&A*
- *How Do Artists Create Art?*
- *Pictures and Portraits*

Connection Texts

- *Let's Paint!* by Gabriel Alborozo
- *"Painting"* from *With My Hands* by Amy Ludwig VanDerwater
- *Oh, Olive!* by Lian Cho
- *Emma and Muse* by Nancy Lemon

Visual Texts

- *Creating Art*

Foundational Skills Materials

- Foundational Skills Teacher's Guide
- Foundational Skills Student Practice Book
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Foundational Skills Weekly Assessments
- Foundational Skills Unit 2 Assessment

Writing Materials

- Writing Teacher's Guide
- Writing Student Interactive Practice Book
- Process Writing resources (Analyze, Plan, Draft, Revise, Publish)
- Process Writing Rubrics
- End-of-Unit Opinion Writing Task

Reading Resources

- Unit Media
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Support & Extend Passages

Classroom Resources

- Self-Portrait Gallery Exhibit materials
- Art supplies for creating self-portraits (drawing and painting materials)
- Classroom display materials for the gallery exhibit
- Unit Media
- Visual text and informational text resources supporting the study of artists, painting, and portraiture.

Accommodations and Modifications:Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one
Additional time
Review of directions
Student restates information

Space for movement or breaks
Extra visual and verbal cues and prompts
Preferential seating - Follow a routine/schedule
Rest breaks
Verbal and visual cues regarding directions and staying on task
Checklists
Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection
Alternative Assessments - Learning Contracts
Homogeneous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3: Plants and Animals in the Desert

Stage 1: Desired Results

Unit 3: Plants and Animals in the Desert

Unit Summary: This six-week unit explores how plants and animals survive in desert habitats through their unique adaptations and behaviors. Students read informational texts, visual texts, and realistic fiction while learning about ecosystems, comparing information across multiple sources, and writing an explanatory essay supported with evidence from two informational texts.

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

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

- L.RF.2.3.A: Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B: Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C: Decode words with common prefixes and suffixes.
- L.RF.2.3.D: Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E: Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.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.

- L.RF.2.4.A: Read grade-level text with purpose and understanding.
- L.RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.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.

- L.WF.2.1.A: Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.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.

- L.WF.2.2.A: Regular, single-syllable words that include:
    i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    ii. Complex consonant blends (scr, str, squ).
    iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
    iv. Vowel-r combinations (turn, star, third, four/for).
    v. Contractions (we'll; I'm; they've; don't).

vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

- L.WF.2.2.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).
- L.WF.2.2.C: Words with suffixes that require:
  i. consonant doubling (penning, slimmed).
  ii. dropping silent-e (smiled, paving).
- L.WF.2.2.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.

- L.WF.2.3.A: With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- L.WF.2.3.B: Capitalize holidays, product names and geographic names.
- L.WF.2.3.C: Supply adjectives in noun phrases to make them more precise or engaging.
- L.WF.2.3.D: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- L.WF.2.3.E: Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3.F: Use an apostrophe to form contractions and frequently occurring possessives.
- L.WF.2.3.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.

- L.KL.2.1. A: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1. 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.

- L.VL.2.2.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.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).
- L.VL.2.2.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.VI.2.3.A: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny,

scrawny).

- L.VI.2.3.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.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.
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).
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.
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.
opportunity to integrate climate change education.
RI.AA.2.7: Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.CT.2.8: Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
W.IW.2.2: Write informative/explanatory texts to examine a topic and convey ideas and information.
opportunity to integrate climate change education.

- W.IW.2.2.A: Introduce a topic clearly.
- W.IW.2.2.B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.IW.2.2.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.

- W.WP.2.4.A: Identify audience and purpose before writing.
- W.WP.2.4.B: Participate in self-evaluation of written work.
- W.WP.2.4.C: With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5: Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.RW.2.7: Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
opportunity to integrate climate change education.

- SL.PE.2.1.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).
- SL.PE.2.1.B: Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.PE.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.AS.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.IML.3: Students gather information from multiple informational texts, photographs, videos, glossaries, and reference materials during the *Visitor's Guide to the Desert* research project.
- 9.4.2.IML.4: Students compare information gathered from multiple informational sources about desert ecosystems.

Computer Science & Design Thinking ***(****CS & DT****)*:

Interdisciplinary Connections:

NJSLS-Science 2026

- 2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

Visual & Performing Arts - 2020

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Climate Change Education Connection

- Students learn about ecosystems, habitats, biodiversity, plant and animal adaptations, and environmental conditions in the desert. While the unit does not explicitly teach climate change, these concepts provide authentic opportunities to integrate New Jersey's climate change education requirements if connected through instruction.

Learning Targets

Unit Essential Questions:

- How do living things survive in a desert habitat? How do plants and animals adapt to life in the desert?
- Why is the saguaro cactus important to the desert ecosystem?
- How does comparing information from multiple texts improve understanding?

Unit Enduring Understandings:

- Desert habitats have unique environmental conditions.
- Plants and animals have adaptations and behaviors that help them survive in the desert.
- The saguaro cactus plays an important role in the Sonoran Desert ecosystem.
- Readers compare information from multiple texts to deepen their understanding of a topic.

Learning Objectives

Students will be able to:

- Identify an author's purpose (to answer, explain, or describe).
- Compare and contrast important points in two texts on the same topic.
- Ask and answer questions using evidence from text.
- Determine the meaning of unfamiliar words.
- Summarize informational texts.
- Recall and gather information from texts.
- Participate in research using reference materials.
- Write explanatory texts.
- Plan, draft, revise, edit, and publish explanatory writing.
- Use adjectives, irregular verbs, commas in a series, and grammar conventions correctly.
- Decode and encode words with long *i*, long *o*, long *u*, silent letters, contractions, prefixes, vowel teams, and r-controlled vowels.
- Read grade-level texts accurately and fluently.

Vocabulary

Unit Vocabulary

- habitat
- desert
- survive
- ecosystem

Key Vocabulary

Module 1

- dunes
- canyon
- cactus
- spines
- shelter
- shady
- valley
- burrowing

Module 2

- nonliving
- nectar
- protect
- adapted
- predators
- scales

Module 3

- den
- store

Academic Vocabulary

- notice
- wonder
- adjective
- summarize
- key details
- verb
- retell
- shades of meaning
- noun
- articles
- singular noun
- regular verbs
- irregular verbs
- past-tense verbs
- author's purpose
- point
- glossary
- recounting
- compare

	• horizon • seedling • nearby • signal	• contrast • dictionary • media • explanatory writing • topic sentence • facts • definition • conclusion

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks
- Author's purpose activities
- Compare and contrast activities
- Vocabulary and word meaning activities
- Grammar and language practice
- Research activities using reference materials
- Explanatory writing checkpoints (Analyze, Plan, Draft, Revise)
- Visitor's Guide to the Desert project checkpoints

- Foundational Skills Week 1 Assessment
- Foundational Skills Week 2 Assessment
- Foundational Skills Week 3 Assessment
- Foundational Skills Week 4 Assessment
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment

Summative Assessments:

- Integrated Literacy Unit 3 Assessment
- Foundational Skills Unit 3 Assessment
- End-of-Unit Explanatory Writing: Explain how living things survive in the desert by comparing facts from *A Day and Night in the Desert* and *Cactus Hotel*.
- Visitor's Guide to the Desert Research Project: Students collaborate to research desert habitats and create a guidebook for visitors.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts

- *Cactus Hotel by Brenda Guiberson*

Conceptual Texts

- *At Home in the Desert*
- *Life in a Desert Ecosystem*

Foundational Skills Materials

- Foundational Skills Teacher's Guide
- Foundational Skills Student Practice Book
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Foundational Skills Weekly Assessments
- Foundational Skills Unit 3 Assessment

Classroom Resources

- Visitor's Guide to the Desert research project materials
- Research resources about desert habitats, plants, and animals
- Maps, photographs, and videos of desert ecosystems

Connection Texts • *Over and Under the Canyon* by Kate Messner • *Fennec Foxes* by Patrick Perish • *Gila Monster's Burrow* by Dee Phillips • *A Day and Night in the Desert* by Caroline Arnold **Visual Texts** • *Desert Habitat* • *Saguaro Cactus*	**Writing Materials** • Writing Teacher's Guide • Writing Student Interactive Practice Book • Process Writing resources (Analyze, Plan, Draft, Revise, Publish) • Process Writing Rubrics • End-of-Unit Explanatory Writing Task	• Student reference materials (glossaries and dictionaries) • Unit Media • Visual, informational, and literary texts related to desert ecosystems

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- **Specific Strategies and Practices that Support Students with Disabilities:**
- Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support English Language Learners**
- English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups
- **Students at Risk of Failure**
- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice
- **Students with 504 Plans**
- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support Gifted & Talented Students**
- It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
- Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4: Appreciating our National Parks

Stage 1: Desired Results

Unit 4: Appreciating our National Parks

Unit Summary: In this six-week unit, students explore the beauty, purpose, and significance of U.S. national parks through poetry, informational texts, and visual media. They learn about Yellowstone and Grand Canyon National Parks while developing reading, writing, vocabulary, and foundational literacy skills. The unit culminates in an opinion essay explaining which national park they would rather visit using evidence from poetry and informational texts

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

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

- L.RF.2.3.A: Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B: Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C: Decode words with common prefixes and suffixes.
- L.RF.2.3.D: Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E: Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.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.

- L.RF.2.4.A: Read grade-level text with purpose and understanding.
- L.RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.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.

- L.WF.2.1.A: Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.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.

- L.WF.2.2.A: Regular, single-syllable words that include:
    i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    ii. Complex consonant blends (scr, str, squ).
    iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).
v. Contractions (we'll; I'm; they've; don't).
vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

- L.WF.2.2.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).
- L.WF.2.2.C: Words with suffixes that require:
  i. consonant doubling (penning, slimmed).
  ii. dropping silent-e (smiled, paving).
- L.WF.2.2.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.

- L.WF.2.3.A: With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- L.WF.2.3.B: Capitalize holidays, product names and geographic names.
- L.WF.2.3.C: Supply adjectives in noun phrases to make them more precise or engaging.
- L.WF.2.3.D: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- L.WF.2.3.E: Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3.F: Use an apostrophe to form contractions and frequently occurring possessives.
- L.WF.2.3.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.

- L.KL.2.1. A: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1. 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.

- L.VL.2.2.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.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).
- L.VL.2.2.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.VI.2.3.A: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.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.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.
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.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.
opportunity to integrate climate change education.
W.AW.2.1: With prompts and support, write opinion pieces to present an idea with reasons or information.

- W.AW.2.1.A: Introduce an opinion.
- W.AW.2.1.B: Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.AW.2.1.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.

- W.WP.2.4.A: Identify audience and purpose before writing.
- W.WP.2.4.B: Participate in self-evaluation of written work.
- W.WP.2.4.C: With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5: Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.RW.2.7: Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
opportunity to integrate climate change education.

- SL.PE.2.1.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).

- SL.PE.2.1.B: Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.PE.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 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.

Interdisciplinary Connections:

NJSLS - Science 2026

- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
- 2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.

NJSLS - Social Studies 2020

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

NJSLS - Visual & Performing Arts 2020

- 1.5.2.Re7A: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Climate Change Connections:

- Students learn about protected natural environments, wildlife, ecosystems, landforms, and conservation through the study of U.S. national parks. While the unit does not explicitly teach climate change, it provides authentic opportunities to integrate environmental stewardship and conservation concepts.

Learning Targets

Unit Essential Questions:

- Why are national parks important?
- What makes national parks unique?
- How does poetry help us appreciate nature?
- How can evidence from texts support an opinion?

Unit Enduring Understandings:

- National parks are protected areas that preserve important natural landscapes and wildlife.
- National parks have unique landforms, plants, animals, and natural features.
- Poets use figurative language and poetic elements to help readers visualize and understand nature.
- Readers use evidence from texts to develop and support opinions.

Learning Objectives

Students will be able to:

- Describe features of poetry.
- Explain figurative language.
- Ask and answer questions using evidence from text.
- Summarize literary and informational texts.
- Gather and recall information.
- Gather information using technology.
- Write opinion pieces supported with evidence.
- Plan, draft, revise, edit, and publish opinion writing.
- Explain text features and the relationship between images and text.
- Participate appropriately in collaborative discussions.
- Decode and encode words with r-controlled vowels, diphthongs, consonant +le syllables, comparative endings, and suffixes.
- Read grade-level texts accurately and fluently.

Vocabulary

Unit Vocabulary

- natural
- preserve
- wilderness
- wildlife

Key Vocabulary

Module 1

- gooey
- trembling
- brilliant
- landscapes
- conceal
- plot

Module 2

- features
- pottery

Academic Vocabulary

- summarize
- key details
- rhythm
- rhyme
- rhyme scheme
- stanza
- line
- alliteration
- text features
- figurative language

	• homeland • roam • geysers • erupt • monuments • stalk • pronghorn **Module 3** • remote • rim • daily • limbs	

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks
- Poetry analysis activities
- Figurative language activities
- Ask-and-answer-question activities
- Summary writing activities
- Vocabulary and language practice
- Opinion writing checkpoints (Analyze, Plan, Draft, Revise)
- Annotated National Park Mural project checkpoints

- Foundational Skills Week 1 Assessment
- Foundational Skills Week 2 Assessment
- Foundational Skills Week 3 Assessment
- Foundational Skills Week 4 Assessment
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment

Summative Assessments:

- Integrated Literacy Unit 4 Assessment
- Foundational Skills Unit 4 Assessment
- End-of-Unit Opinion Writing: After reading *"Yellowstone"* and *"Tree Speaks,"* students explain which park they would rather visit (Yellowstone or Grand Canyon), citing a word or phrase from one of the poems that influenced their opinion and explaining why.
- Annotated National Park Mural: Students collaborate to create a mural with images and notes that teach others about a national park.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts	Foundational Skills Materials	Classroom Resources
• *"Yellowstone" by Douglas Florian* • *"Tree Speaks" by Nikki Grimes*	• Foundational Skills Teacher's Guide • Foundational Skills Student Practice Book	• Annotated National Park Mural project materials

Conceptual Texts

- *Poetry for You and Me!*
- *National Parks*

Connection Texts

- *Who Has Seen the Wind?"* by Christina Rossetti
- *"Hide and Seek"* by Julie Reich
- *"I Am Made of Mountains"* by Alexandra S.D. Hinrichs
- *U.S. National Parks: Yellowstone National Park*
- *U.S. National Parks: Grand Canyon National Park*

Visual Texts

- *National Parks*

- Connected Texts (Decodable Readers)
- Magnetic Readers
- Foundational Skills Weekly Assessments
- Foundational Skills Unit 4 Assessment

Writing Materials

- Writing Teacher's Guide
- Writing Student Interactive Practice Book
- Process Writing resources (Analyze, Plan, Draft, Revise, Publish)
- Process Writing Rubrics
- End-of-Unit Opinion Writing Task

- Maps and photographs of U.S. national parks
- Visuals of Yellowstone and Grand Canyon National Parks
- Student research materials and technology for gathering information
- Unit Media
- Poetry, informational, and visual texts related to national parks

Reading Resources

- Unit Media
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Support & Extend Passages

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Supplemental Reading - engaging projects

Unit 5: Folktales and Fables

Stage 1: Desired Results

Unit 5: Folktales and Fables

Unit Summary: This six-week unit explores folktales and fables from different cultures and the lessons they teach. Students retell and compare traditional stories, analyze characters and central messages, write an original narrative that teaches a lesson, and collaborate to present a reader's theater performance.

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

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

- L.RF.2.3.A: Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B: Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C: Decode words with common prefixes and suffixes.
- L.RF.2.3.D: Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E: Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.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.

- L.RF.2.4.A: Read grade-level text with purpose and understanding.
- L.RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.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.

- L.WF.2.1.A: Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.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.

- L.WF.2.2.A: Regular, single-syllable words that include:
    i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    ii. Complex consonant blends (scr, str, squ).
    iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
    iv. Vowel-r combinations (turn, star, third, four/for).

v. Contractions (we'll; I'm; they've; don't).
vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

- L.WF.2.2.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).
- L.WF.2.2.C: Words with suffixes that require:
  i. consonant doubling (penning, slimmed).
  ii. dropping silent-e (smiled, paving).
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  i. Irregular words (against, many, enough, does).
  ii. Pattern-based words (which, kind, have).

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- L.WF.2.3.E: Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3.F: Use an apostrophe to form contractions and frequently occurring possessives.
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- L.KL.2.1. 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.

- L.VL.2.2.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.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).
- L.VL.2.2.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.VI.2.3.A: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- L.VI.2.3.B: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.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.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.

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.

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.

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

W.NW.2.3: Write narratives based on real or imagined experiences or events with basic story elements.

- W.NW.2.3.A: Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- W.NW.2.3.B: Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- W.NW.2.3.C: Use transitional words to manage the sequence of events.
- W.NW.2.3.D: Use concrete words and phrases and sensory details to convey experience and events.
- W.NW.2.3.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.

- W.WP.2.4.A: Identify audience and purpose before writing.
- W.WP.2.4.B: Participate in self-evaluation of written work.
- W.WP.2.4.C: With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5: Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

SL.PE.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education.

- SL.PE.2.1.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).
- SL.PE.2.1.B: Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.PE.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 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.

Interdisciplinary Connections:

NJSLS Visual & Performing Arts 2020

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences.
- 1.4.2.Pr5a: With prompting and support interpret story elements, such as character and setting, in a guided drama experience.
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience.
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences with peers.
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience.
- 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama experience.

DEI Connections:

- The unit explicitly examines stories from cultures around the world and teaches that different versions of stories are shared in different cultures. It includes *When Turtle Grew Feathers: A Folktale from the Choctaw Nation* and *The Little Red Ant and the Great Big Crumb: A Mexican Fable*. Students compare perspectives and recognize that traditional stories convey culturally shared lessons.

Learning Targets

Unit Essential Questions:

- What makes a community a good place to live?
- How can one person make a difference in a community?
- Why is it important to work together?
- How do readers use text evidence to understand a story or informational text?
- How do writers explain ideas using facts and evidence?

Unit Enduring Understandings:

- Communities are stronger when people work together to solve problems.
- Individuals can make a positive difference through kindness, responsibility, and cooperation.
- Readers use text evidence and illustrations to better understand characters, events, and ideas.
- Writers use facts and details from texts to explain ideas clearly.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts using key details.
- Identify the central message of a story and the main topic of an informational text.
- Describe characters, settings, events, and relationships within texts.
- Compare literary and informational texts on a common topic.
- Decode and read words with short vowels and common consonants accurately.
- Blend, segment, and manipulate phonemes in spoken words.
- Read grade-level texts with increasing accuracy, fluency, and expression.
- Apply grade-level spelling patterns using short vowels and common consonants.
- Write complete sentences using correct capitalization and ending punctuation.
- Use common and proper nouns, verbs, adjectives, and subject-verb agreement in writing.
- Write an explanatory piece introducing a topic, supporting ideas with evidence from the text, and providing a conclusion.
- Participate in collaborative discussions by listening, asking questions, and building on others' ideas.
- Use academic vocabulary to discuss communities, teamwork, and kindness.

Vocabulary

Unit Vocabulary	Academic Vocabulary	Grammar Vocabulary	Foundational Vocabulary (TEACHERS NEED TO KNOW)
• community • mural • neighborhood • garden • plants • kindness • helpful	• character • setting • event • central message • main topic • key details • sequence	• noun • common noun • plural noun • proper noun • verb • adjective • sentence	• rhyme • alliteration • onset • rime • phoneme • short vowel • consonant

• volunteer • share • care • together • improve •	• compare • describe • explain • evidence • informational text • literary text • topic • conclusion	• punctuation • period • noun part • verb part	• inflectional ending • double final consonants • fluency

Stage 2: Evidence of Student Learning

Formative Assessments:

- Teacher observation during whole-group and small-group instruction
- Oral questioning and classroom discussions
- Story retells
- Character, setting, and event identification activities
- Main topic and key detail activities
- Shared reading and interactive read-aloud discussions
- Foundational skills practice (letter names, sounds, phonological awareness)
- Drawing, dictating, and writing responses
- Class project participation ("Trying New Things" Class Book)
- Weekly Foundational Skills Assessments
- Integrated Literacy Module Assessments (Modules 1 and 2)

Summative Assessments:

- Integrated Literacy Unit 1 Assessment
- Foundational Skills Unit 1 Assessment
- End-of-Unit Explanatory Writing:
  - Describe what the character tried.
  - Explain how the character felt after learning something new.
- Completed "Trying New Things" Class Book contribution.

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional Materials		
Anchor Texts • *Snail Crossing* • *Hey, Wall* • *Thank You, Omu!* • *In Our Garden* **Informational Texts** • *Murals* • *Neighborhood People* • *Plants in the City* • Community Kindness Map **Vocabulary Materials** • Vocabulary cards • Picture cards • Word wall • Vocabulary routines • Oral language activities	**Foundational Skills Materials** • Decodable readers • High-frequency word cards • Letter cards • Sound-spelling cards • Phonics routines • Spelling lists • Word-building activities **Writing Materials** • Student Reader/Writer Notebook • Graphic organizers • Interactive writing charts • Mentor texts • Writing paper • Editing checklists	**Classroom Resources** • Read-aloud anchor charts • Graphic organizers • Classroom discussion prompts • Interactive notebooks • Class mural materials • Community mapping activities • Garden planning activities • Student response journals • Independent reading texts • Teacher's Guide • Digital instructional resources (where available)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6: Water on the Move

Stage 1: Desired Results

Unit 6: Water on the Move

Unit Summary: This six-week unit explores where water is found, how it moves in liquid and solid forms, and how it changes the land. Students read informational and visual texts, research bodies of water, create a collaborative three-dimensional model, and write an explanatory response using facts from *Follow the Water from Brook to Ocean*.

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

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

- L.RF.2.3.A: Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B: Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C: Decode words with common prefixes and suffixes.
- L.RF.2.3.D: Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E: Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.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.

- L.RF.2.4.A: Read grade-level text with purpose and understanding.
- L.RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.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.

- L.WF.2.1.A: Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.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.

- L.WF.2.2.A: Regular, single-syllable words that include:
    i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
iv. Vowel-r combinations (turn, star, third, four/for).
v. Contractions (we'll; I'm; they've; don't).
vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

- L.WF.2.2.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).
- L.WF.2.2.C: Words with suffixes that require:
  i. consonant doubling (penning, slimmed).
  ii. dropping silent-e (smiled, paving).
- L.WF.2.2.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.

- L.WF.2.3.A: With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- L.WF.2.3.B: Capitalize holidays, product names and geographic names.
- L.WF.2.3.C: Supply adjectives in noun phrases to make them more precise or engaging.
- L.WF.2.3.D: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- L.WF.2.3.E: Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3.F: Use an apostrophe to form contractions and frequently occurring possessives.
- L.WF.2.3.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.

- L.KL.2.1. A: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.KL.2.1. 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.

- L.VL.2.2.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.VL.2.2.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).
- L.VL.2.2.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.VL.2.2.D: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VL.2.2.E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.VI.2.3.A: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.VI.2.3.B: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.VI.2.3.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.CR.2.1: Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

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

RI.IT.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

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.
opportunity to integrate climate change education.

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

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

W.IW.2.2: Write informative/explanatory texts to examine a topic and convey ideas and information.
opportunity to integrate climate change education.

- W.IW.2.2.A: Introduce a topic clearly.
- W.IW.2.2.B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.IW.2.2.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.

- W.WP.2.4.A: Identify audience and purpose before writing.
- W.WP.2.4.B: Participate in self-evaluation of written work.
- W.WP.2.4.C: With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5: Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

SL.PE.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
opportunity to integrate climate change education.

- SL.PE.2.1.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).
- SL.PE.2.1.B: Build on others' talk in conversations by linking their explicit comments to the remarks of others.

- SL.PE.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.IML.3: Use a variety of sources, including multimedia sources, to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections:

NJSLS Science 2026

- 2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- 2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- 2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

NJSLS Social Studies 2020

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions.

Climate Change Connection:

- The unit examines glaciers, glacier movement and retreat, freshwater availability, water systems, tides, environmental effects, pollution, and how humans use or affect bodies of water.

Learning Targets

Unit Essential Questions:

- How are humans and water connected? *(Unit Essential Question)*
- How does moving water change the land?
- How are different bodies of water connected?
- Why is water important to living things and the environment?

Unit Enduring Understandings:

- Water exists in different forms and moves through connected systems on Earth.
- Moving water changes the shape of the land over time.
- People depend on and interact with bodies of water in many ways.
- Authors use facts, diagrams, and text features to explain scientific ideas and natural processes.

Learning Objectives

Students will be able to:

- Describe connections between concepts and ideas in informational texts.
- Identify an author's purpose.
- Ask and answer questions using evidence from texts, photographs, and diagrams.
- Summarize informational texts.
- Determine the meaning of domain-specific vocabulary.
- Research and gather information from multiple sources.
- Explain how bodies of water are connected.
- Describe how water moves in different forms.
- Explain how moving water changes landforms.
- Explain how people use and affect bodies of water.
- Write an explanatory text using facts, definitions, sequence, and cause-and-effect relationships.
- Plan, draft, revise, edit, and publish explanatory writing.
- Read grade-level texts accurately and fluently.
- Decode and encode multisyllabic words using grade-level phonics patterns.
- Use correct grammar conventions, including verb tenses, simple and compound sentences, commas, and progressive verb forms.

Vocabulary

Unit Vocab	Key Vocab	Key Vocab	Academic Vocab	Academic Vocab
• body of water • cycle • shore • system	Module 1 • salt water • fresh water • survival • reservoirs • pollute • landform • churns • recede • gorge Module 2 • friction • ice crystals • sediment • flow • retreat • cozy	Module 3 • crumble • tide pool • jumbled • plankton • algae • springs • bank • mouth • delta	• summarize • key details • sequence of events • research • paraphrase • cause • effect • compare • contrast • author's purpose • point • reasons	• explanatory writing • topic • facts • problem • solution • definition • concluding statement • adjectives • present, past, and future tense verbs • helping verbs • present progressive tense verbs • present perfect tense verbs • direct address • greeting • closing • body of letter

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks using informational texts
- Ask-and-answer-question activities
- Summarizing informational texts
- Vocabulary and word meaning activities
- Author's purpose activities
- Research and note-taking activities
- Class discussions
- Foundational Skills Weekly Assessments (Weeks 1-4)
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment
- Ongoing process writing (analyze, plan, draft, revise, edit)
- World of Water Model research project checkpoints

Summative Assessments:

- **Integrated Literacy Unit 6 Assessment**
- **Foundational Skills Unit 6 Assessment**
- **End-of-Unit Explanatory Writing:** Students explain how moving water changes the landscape using evidence from *Follow the Water from Brook to Ocean*.
- **World of Water Model:** Collaborative research project in which students create a three-dimensional model of a body of water that explains its characteristics and effects on the land.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Instructional & Supplemental Materials

Anchor Texts

- *Follow the Water from Brook to Ocean by Arthur Dorros*

Informational & Connection Texts

- *What's So Fresh About Fresh Water?* by Ellen Lawrence
- *Waterfalls* by Rebecca Pettiford
- *Glaciers* by Marcia Zappa
- *Glacier on the Move* by Elizabeth Rusch
- *Seashore and Tides* by Claire Llewellyn

Foundational Skills Materials

- Foundational Skills Teacher's Guide
- Foundational Skills Student Practice Book
- Foundational Skills Decodable Readers
- Foundational Skills Weekly Assessments
- Foundational Skills Unit 6 Assessment

Writing Materials

- Writing Teacher's Guide
- Writing Student Interactive Practice Book

Classroom Resources

- Unit Media
- Connected Texts (decodable readers)
- Magnetic Readers
- Support & Extend Passages
- Process Writing materials
- World of Water Model project materials and research resources

• *One Small Place by the Sea* by Barbara Brenner **Visual Texts:** • *Water on the Move* **Vocabulary Materials** • Vocabulary cards • Picture cards • Word wall • Vocabulary routines • Oral language activities	• Process Writing resources (Analyze, Plan, Draft, Revise, Edit, Publish) • End-of-Unit Explanatory Writing Task • World of Water Model project materials and planning resources	**Conceptual Texts** • *Water, Water Everywhere*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Articulation videos (iReady Teacher Toolbox)

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Home/School Connection
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- 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
- Provide Whole Group Enrichment Explorations
- Provide Options, alternatives and choices to differentiate and broaden the curriculum
- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words