

English Language Arts Curriculum

GRADE TWO



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"GOOD TO GREAT"



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English Language Arts Grade 2

Course Description:

The following modules help to ensure that Second Grade students gain adequate exposure to a range of texts and tasks, retain and further develop reading, writing, speaking and listening skills mastered in the preceding grades. Students advancing through Second Grade are expected to meet Second Grade grade-specific standards. These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, advance knowledge of relationships between graphemes and spoken sounds, and other conventions of the English orthography/writing system. These foundational skills within the modules are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Rigor is infused through the requirement that students read and analyze texts that gradually become more complex. The modules also help to ensure that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and it addresses progressively demanding content and sources. The modules will support students in the expected growth in writing ability that is reflected in the standards themselves and in the collection of student writing samples. In second grade, writer’s workshop engages students in writing about their lives and the world around them. Students will write narratives, research topics of interest and write to tell their opinion. As the year progresses they will be supported as they focus on a topic and strengthen writing as needed by revising and editing. Through various genres of writing students will apply the conventions of standard English grammar, punctuation and spelling.

Scope and Sequence

Timeline	Reading	Writing
Marking Period 1	<p>Unit 1 - Be A Super Citizen <i>Clark the Shark</i> by Bruce Hale (Genre - Fantasy) <i>Spoon</i> by Amy Krouse Rosenthal (Genre - Fantasy) <i>Being A Good Citizen</i> (Genre -Informational) <i>Being a Good Digital Citizen</i> (Genre -Informational)</p> <p>Unit 2 - Look Around and Explore</p>	<p>Informational/Explanatory Text Writing Focal Text: <i>Just a Dream</i> by Chris Van Allsburg</p> <p>Grammar must be taught in a mini-lesson and not a an overarching lesson</p> <p>Grammar: Subjects/Predicates, Simple Sentences, Kinds of Sentences, Types of Nouns, Singular and Plural Nouns</p>

	<p><i>Many Kinds of Matter</i> by Jennifer Boothroyd - (Genre - Informational Text) <i>The Great Fuzz Frenzy</i> by Janet Stevens and Susan Stevens Crummel - (Genre - Fantasy) <i>Just a Dream</i> by Chris Van Alsbury (Genre - Fiction)</p> <p>Unit 3 - Meet in the Middle <i>Big Red Lollipop</i> by Rukhsana Khan (Genre - Realistic Fiction) <i>Working With Others</i> by Robin Nelson (Genre - Informational Text) <i>Pepita and the Bully</i> by Ofelia Dumas Lachtman - (Genre - Realistic Fiction) <i>Mr. Tiger Goes Wild</i> by Peter Brown (Genre - Fiction)</p>	<p>Opinion - Persuasive Text Writing Focal Text: <i>Mr. Tiger Goes Wild</i> by Peter Brown Grammar Proper Nouns, Types of Verbs, Compound Subjects and Predicates</p> <p>Skills to support writing Oral language, vocabulary, phonological awareness, alphabet knowledge, high frequency words</p>
<p>Marking Period 2</p>	<p>Unit 4- Once Upon A Time <i>How to Read A Story</i> by Kate Messner (Genre - Informational Text) <i>Hollywood Chicken</i> by Lisa Fleming (Genre-Fantasy) <i>If the Shoe Fits: Two Cinderella Stories</i> retold by Pleasant De Spain (Genre-Fantasy)</p> <p>Unit 5 - Lead The Way <i>Going Places</i> by Peter and Paul Reynolds (Genre- Fantasy) <i>Wilma Rudolph: Against All Odds</i> by Stephanie E. Macceca (Genre- Biography) <i>Who Are Government's Leaders ?</i> by Jennifer Boothroyd (Genre- Informational Text)</p> <p>Unit 7- Everyone Has A Story <i>I Am Helen Keller</i> by Brad Meltzer (Genre - Biography) <i>The Stories He Tells, The Story of Joseph Bruchac</i> by Joseph Bruchac (Genre - Biography) <i>Drum Dream Girl</i> by Margarita Engle (Genre- Poetry) (Genre-Poetry)</p>	<p>Narrative Writing Imaginative Story Writing Focal Text: <i>Aunt Isabel Tells A Good One</i> by Kate Duke (Genre - Fantasy) Grammar Verbs in the Past, Present, and Future; Compound Sentences</p> <p>Narrative Writing Writing Focal Text: Grammar Quotation Marks, Using Proper Nouns, Abbreviations Grammar Pronouns, Subject-Verb Agreement, The Verb 'be'</p> <p>Skills to support writing Oral language, vocabulary, phonological awareness, alphabet knowledge, high frequency words</p>

<p>Marking Period 3</p>	<p>Unit 6 - Weather Wise</p> <p><i>Freddy the Frogcaster</i> by Janice Dean (Genre - Fantasy) <i>Wild Weather</i> by Thomas Kingsley Troupe (Genre-Narrative Nonfiction) <i>Cloudette</i> by Tom Lichtenheld (Genre-Fantasy) <i>Whatever the Weather - A Collection of Poems</i></p> <p>Unit 8- Time to Grow</p> <p><i>Experiment With What a Plant Needs to Grow</i> by Nadia Higgins (Genre - Informational Text) <i>Jack and the Beanstalk</i> by Helen Lester & Jackie and the Beanstalk by Lori Mortensen (Genre - Fairytale) <i>Don't Touch Me</i> by Elizabeth Preston (Genre - Informational Text)</p> <p>Unit 9 Home Sweet Habitat</p> <p><i>The Long Long Journey</i> by Sandra Markle (Genre - Informational Text) <i>Sea Otter Pups</i> by Ruth Owen (Genre - Informational Text) <i>Abuelo and the Three Bears</i> by Jerry Tello (Genre - Folktale)</p>	<p>Unit 8 - Informational Text - Procedural Text Writing Focal Text: <i>From Seed to Plant</i> by Gail Gibbons (Genre - Informational Text) Grammar Using Adjectives, Irregular Verbs, Irregular Action Verbs</p> <p>Unit 9 - Informational Text - Research Report Writing Focal Text: <i>The Great Kapok Tree</i> by Lynne Cherry (Genre - Fantasy) Grammar Contractions, Types of Adverbs, Possessive Nouns</p> <p>Skills to support writing Oral language, vocabulary, phonological awareness, alphabet knowledge, high frequency words</p>
<p>Marking Period 4</p>	<p>Unit 10- Many Cultures , One World</p> <p><i>Where on Earth is My Bagel</i> by Frances and Ginger Park (Realistic Fiction) <i>May Day Around the World</i> by Tori Telfer (Narrative Nonfiction) <i>Poems in the Attic</i> by Nikki Grimes (Poetry)</p> <p>Unit 11- Non Fiction Study</p> <p>Narrative Nonfiction</p> <p>Informational Text</p> <p>Biography</p> <p>Unit 12 -Literary Texts</p>	<p>Grammar Possessive Pronouns, Prepositions and Prepositional Phrases, Frequently Misspelled Words</p> <p>Unit 11 - Opinion Writing Writing Focal Text: Grammar Review of: Nouns, Verbs, Subject/Predicate, Types of Sentences</p> <p>Unit 12 - Opinion Writing - Opinion Essay Writing Focal Text: <i>The Dot</i> by Peter H. Reynolds (Genre - Fiction) Grammar Review of: Pronouns, Verbs, Abbreviations, Quotation Marks,</p>

	Realistic Fiction Folktale Fantasy	Commas, Adjectives/Adverbs, Contractions, Prepositional Phrases Skills to support writing Oral language, vocabulary, phonological awareness, alphabet knowledge, high frequency word
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Module 1		Grade(s)	2
Unit Plan Title:	My Place in the World Around Us		
Overview/Rationale			
<p>Second grade students will speculate how they fit into a community setting and their roles/responsibilities within that community by exploring three topics within this module: <i>Be A Super Citizen</i>, <i>Look Around and Explore</i>, and <i>Meet in the Middle</i>. Students will understand their role in the world around them through both science and social studies interdisciplinary connections. As students engage with the reading and writing about the selections they will be challenged to listen, compose informed opinions, respect the ideas of others, learn to agree and disagree, as well as generate a definition of what it means to be a “good” citizen.</p>			

New Jersey Student Learning Standards- ELA
<p>Reading Standards</p> <p>R1.2.1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Foundational Skills</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>

Writing Standards:

W.2.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.2.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.2.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.2.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening Standards:

SL.2.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.2.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language Standards:

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

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

L.2.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.
- There are ways to keep the things we value safely at home and other places.
- Different types of jobs require different knowledge and skills.
- Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.

Technology/Computer Science and Design**Thinking**

- Digital tools have a purpose.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.

Interdisciplinary StandardsSocial Studies

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

- 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.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom.

21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T	Communication
	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	A	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Questions

How is a “good” citizen defined?

How can people know the difference between fact and opinion?

How should people use facts to inform their opinions?

How does exploring help us understand the world around us?

How can writing about thoughts, feelings and actions provide a reader with a deeper understanding of the world?

Essential Learning Outcomes

Students will understand that the actions of citizens affect the world around them.

Students will know facts are important as people form and value the opinions of others.

Students will learn that people can agree and disagree in a respectful way.

Students will understand that writers use language and different writing styles to describe and interact in the world.

Student Learning Targets/Objectives

● **Unit 1**

- I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- I can determine the central message, lesson, or moral of a text.
- I can describe the overall structure of a story.
- I can determine the meaning of words and phrases in a text relevant to grade 2 topics and subject area.
- I can participate in collaborative conversations with diverse partners about grade 2 topics and texts.
- I can apply grade level phonics and word analysis skills when decoding words.
- I can demonstrate formal uses of English when writing.
- I can understand the components of a narrative writing
- I can write a narrative piece including an event or series of events, using details, temporal words, and a sense of closure.

● **Unit 2**

- I can identify the author’s purpose of a text
- I can use various text features to locate key facts or information in a text
- I can determine the meaning of unknown words in a text using an array of strategies
- I can describe key ideas/details from a text read aloud or presented through other media
- I can form and use singular and plural nouns.
- I can write informative texts in which a topic is introduced, facts and definitions are developed, and a concluding statement is provided.

● **Unit 3**

- I can identify the main topic of a multiparagraph text.
- I can identify how the author’s point of view shapes the content of a text.
- I can ask questions about a text to clarify comprehension, gather additional information, or deepen understanding of a topic.

- I can decode words with common prefixes and suffixes.
- I can write an opinion piece where a topic is introduced, an opinion is stated, reasons are supplied, and a concluding statement is given.
- I can recall information from experiences or gather information from sources to answer a question

Assessments

- Pre and Formative:
 - Pre-Assessment - PAST/LETRS Inventories (if necessary)
 - Formative Assessments: Weekly Reading Selection Quizzes (**optional**)
 - Clark the Shark
 - Spoon
 - Being A Good Citizen (Be a Good Digital Citizen?)
 - Many Kinds of Matter
 - The Great Fuzz Frenzy
 - The Big Red Lollipop
 - Working With Others
 - Pepita and the Bully
- Summative
 - **Benchmark**- Mid Module Assessment - How will YOU be a good citizen this year? Write a letter to explain your plan.
 - **Performance Task** - Opinion - Persuasive Text - Mr. Tiger Goes Wild - when you don't see eye to eye with someone it helps to explain your point of view.
- Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 1 - Group Project - Creating a mural to celebrate community or school helpers
 - Unit 2 - Group Project - Creating a book to describe 5 objects of their choosing
 - Unit 3 - Group Project - Creating/recording a script for a PSA (Public Service Announcement) about good ways to resolve conflicts
 - Optional Assessments
 - Writing Workshop Writing Tasks
 - Unit 1 - Narrative - Write a story about something you have done to make the world a better place.
 - Unit 2 - How to - Write five tips to help someone explore and make new discoveries.
 - Unit 3 - Makeup and write a song about what to do when a problem comes along. Share your song with the class.

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Differentiation examples:

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and

High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- Tabletop Minilessons: English Language Development
Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- A small group strategy where students take turns writing a story, message or sentence.

SIOP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:
All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences*

Module 1

Week 1 (Unit 1)

Read Alouds/Writing: *Be a Super Citizen, We are Super Citizens, Clark the Shark* by Bruce Hale

Focus: Story Elements- Setting, Central or Main Idea, Ask and Answer text based questions to demonstrate understanding, words that describe actions, subject/predicate, craft simple sentences, short vowels a,i.- consonant review (m,s,t,b,n,d,p,s/k/, r,k,s/z/)- (CVC and closed, multisyllabic words) Identify real-life connections between words and their use, identify features of personal narrative

High Frequency words: and, a, go, got, have, not, the, to will, you

Activity: Features of setting; Where and When. Connect illustrations and text to identify settings. Topic of text and supporting evidence, Collaborative conversations to establish questioning while reading (Before, During and After) text (reading graphic organizer 1) . Why do we ask questions and how to ask and answer text dependent questions ? , Use word picture cards to establish vocabulary practice, phonemic awareness short vowels a,i

Writing: Identify and share the elements of a personal narrative, model writing as a process

Differentiation: ELL Support and SpED

- frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: *I agree with _____ because _____. Or I do not agree with _____ because _____.*
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.

Language Acquisition:

Entering/Beginning: Students will illustrate a place. Label details in each picture. Ask yes/no questions about the details.

Developing/Expanding: Supply frames: *the Setting is _____. Details that describe it are _____, _____, _____.*

Bridging/Reaching: Students collaboratively brainstorm to describe the setting. Brainstorming share is charted.

Read Aloud:

Entering/Beginning: Work with students to ask a purpose-setting question before students begin to read..

Developing/Expanding: Supply these frames to support questioning: Who ____? , What _____?, Where _____?, When _____?, How _____?

Bridging/Reaching: Have students write questions on sticky notes to serve as a guide while reading. These notes will remind students that answers to a “sticky note” question is found in the text.

Foundational Skills

Entering/Beginning: Articulation video on IREAD for short a and short i vowel sounds

Developing/Expanding: Sounds spellings cards as models for letter sounds

Bridging/Reaching: Read In a Jam to reinforce blending and decoding CVC patterned words

Week 2

Read Alouds/ Writing : *Spoon* by Amy Krouse Rosenthal

Focus: Central Idea, Author’s Purpose, Monitor and Clarify, Elements of Narrative Text, Consonants (f,g,l,h,w ,j,y,v, qu- review) Short vowels (o,u,e-CVC and multisyllabic), double final consonants , inflections (ed, ing) , nouns High Frequency Words: best, does, end, job, left, men, more, see , than , wash

Activity: Question to determine author’s purpose (persuade, inform, entertain) , identify central idea , check for understanding (monitor and clarify), phonemic awareness activities short vowels o,u,e , picture cards, and examine elements of narrative text

Writing: Drafting, central ideas and summaries

Differentiation: ELL Support and SpED

Language Acquisition:

All levels: i.e left (multiple meaning word) - provide examples using picture cards and supporting definition. The _____ is to my left. We left school at the end of the day.

Entering/Beginning: Prompt students to point to the correct picture card

Developing/Expanding: Ask students to identify names of picture cards

Bridging/Reaching: Students say a complete sentence about a selected picture card

Read Aloud:

Entering/Beginning: Help children identify the topic. Then have children show you three details by pointing to words or illustrations in the book.

- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.*
- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have students make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____.)*
- ❖ *Encourage asking questions for clarity.*

Developing/Expanding: To guide children in stating the central idea, supply this frame: **The author wants me to know that _____.**

Bridging/Reaching: As children answer prompts, encourage them to explain whether they found the supporting evidence in the text or in the illustrations.

Foundational

Entering/Beginning: Articulation videos and mirrors to see tongue, lip placement

Developing/Expanding: Display pictures to support tapping letter sounds

Bridging/Reaching: Students act out words used in blending

Week 3

Read Aloud/ Writing: *Being a Good Citizen, Being a Good Digital Citizen,* and video *Get Involved Be Awesome!*

Focus:, Main idea, Summarize, details to support central idea, long a, i, (vce), and soft c and g.

Writing: Drafting main idea and summaries

Activity:. Phonics activity- long a and i (vce) and soft c and g.

Differentiation:

Entering/Beginning: Iread articulation videos, providing images with labels of good citizen behaviors

Entering/Beginning: Sentence frames ; A good citizen is _____.

Developing/Expanding: Students use sentence frames to highlight text features. In the text it showed the following images of good citizens _____.

Bridging/Reaching: Students with partners can act out ways of being a good citizen.

Foundational Skills:

Entering/Beginning: Help convey the meaning of the Blending Practices verbs *take, hide, wave, and dive* by pantomiming the actions.

Developing/Expanding: Have students complete oral sentences: I ___hello and good-bye. (wave) I use a ruler to draw a _____. (line)

Bridging/Reaching: Identify line, hide, wave, and dive as multiple meaning words. Have children say sentences to convey the different meanings.

Week 4 (Unit 2)

Read Alouds/ Writing: *What’s the Matter, Many Kinds of Matter,* and video *Get Curious*

Focus: Identify the author’s purpose, central idea, content-area words and make inferences. Phonics- long vowels o, e, u (CV, VCe), review long vowels.

Writing: Drafting to identify author’s purpose and central idea

Activity: Identify the central idea, topic, and supporting evidence of the text, make inferences, and find meanings of content-area words.

Differentiation:

Language Acquisition:

Provide displayed anchor chart of question words with question phrases on it.

- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

Entering/Beginning: Have children sort the Vocabulary Cards by words they understand and words they need more help understanding.

Developing/Expanding: Supply these frames: When water splashes on me, I feel ___. I ___ when I feel ticklish. It is easy to ___ a tender piece of clay.

Bridging/Reaching: Explain that the base word for splashes is splash and that endings can be added to sail. Have children name other base words and add endings.

Read Aloud:

Entering/Beginning: Before reading *What's the Matter* and *Many Kinds of Matter*, point and read aloud each heading in the text. Explain that the headings tell what information is in that section of the text.

Developing/Expanding: Help children preview the text. Point to and help children read the headings. Ask: How are the title and the headings the same and different?

Bridging/Reaching: Have partners use the title and headings to preview the text. Ask them to discuss why the author uses headings?

Foundational Skills:

Substantial: Help convey the meaning of words in Blending Practice such as rake, pine, nose, go, and tube by drawing quick pictures.

Developing/Expanding: Have children use the words banjo, music, ride, bike, and close in oral sentences that demonstrate understanding of word meanings.

Bridging/Reaching: Model the two pronunciations and meanings of close: I can stand /clos/ to you. I can /cloz/ the door. Which word fits the Blending Practice sentence?

Week 5

Read Alouds/ Writing: *The Great Fuzz Frenzy*

Focus: Identify features of a fantasy, make connections to personal experiences and and society, Short and long vowels (CVCe, VCe), Suffixes -er, -est, understanding idioms

Writing: Drafting features of a fantasy

Activity: identifying short or long vowels through a picture card game, familiarization with CVCe and VCe words using consonant/vowel cards and writing maps, reading fluency through practicing intonation, connecting text and visuals for understanding, creating mental images through reading

Differentiation:

Language

Entering/Beginning:

Label the illustrations in the text so that students can learn and identify new vocabulary.

Developing/Expanding: Have students use the Frayer model for the “Big Idea Words”.

Bridging/Reaching: Ask students to think of other idioms that they have heard.

Read Aloud

Entering/Beginning: Have students identify the main characters of the story and what the main events of the story were.

Developing/Expanding: Have students retell, orally, the story in their own words or phrases.

Bridging/Reaching: Using sentence starters have students connect the book to their own personal experiences.

Foundational Skills

Entering/Beginning: Have students use a vocabulary ring or vocabulary notebook for high frequency words.

Developing/Expanding: have pictures with long and short vowels so students can reference when confused on how they sound.

Bridging/Reaching: Have students practice reading aloud with intonation.

Week 6

Read Alouds/ Writing: *Just a Dream* - ([Benchmark](#) - How will YOU be a good citizen this year? Write a letter)

Focus: Main Idea, ask and answer questions about a text, elements of drama, Initial blends, reading fluently with accuracy and self-correction, initial blends (l, r, s), spelling blends (l,r,s), nouns

Writing: Mid Module Assessment

Activity: Benchmark Assessment

use “continuous blending” to work on spelling and initial blends. (T431).

Partner reading so that students can practice accuracy and self correction.

Using a text to find the central message

Differentiation:

Language Acquisition

Entering/Beginning: Label the illustrations in the text so that students can learn and identify new vocabulary.

Developing/Expanding: Have students use the Frayer model for the “Big Idea Words”.

Bridging/Reaching: using a 3 column-chart separate nouns from person, places, and things

Read Aloud

Entering/Beginning: Have students identify the main characters of the story and what the main events of the story were.

Developing/Expanding: Have students retell, orally, the story in their own words or phrases.

Bridging/Reaching: Have students read with a partner and monitor for self-correction and accuracy

Foundational Skills

Entering/Beginning: The phoneme /r/ is difficult for many ELL students. Have students practice mouth and tongue positions.

Developing/Expanding: Use sentence starters so students can practice the weeks “power words” and understand the definitions.

Bridging/Reaching: Have students practice “continuous blending” with vocabulary from the book.

Week 7

Read Alouds/ Writing: *Big Red Lollipop* by Rukhsana Khan

Focus:

- Identify features of realistic fiction.
- Monitor comprehension and make adjustments to clarify.
- Listen to and experience first-person text

Writing: Drafting features of realistic fiction and summaries

Phonics: Final Blends; Closed Syllables

High-Frequency Words: are, hand, kept, king, land, long, sing, thing, think, wish

Activity: Use the turn and talk routines and the questions from the teacher pal to guide their conversation and monitor comprehension.

Differentiation: Have children ask each other questions about birthday parties when they turn and talk. Supply sentence frames to help answer the questions. (I know _____ about birthday parties. This helped me understand ____.)

Week 8

Read Alouds/ Writing: *Working With Others* by Robin Nelson, *Pepita and the Bully* by Ofelia Dumas Lachtman

Focus:

- Identify characteristics of informational texts.
- Make and confirm predictions.
- Recognize the central idea and supporting evidence

Writing: Drafting to identify characteristics of an informal text

Phonics: Double Final Consonants and Inflections: Spelling Changes

High-Frequency Words: across, car, down, fell, full, held, mountain, pull, push, spell

Writing: Drafting characteristics of informational texts and summaries

Activity: #1 Write an explanation to the following prompt using details from the words and photos in the text to support your answers. How do you solve a conflict with someone?

Activity # 2 Write an explanation to the following prompt using details from the words and photos in the text to support your answers. Have children use the text to recall specific things that Babette should apologize for. Then have children use their notes from the planning map to write their letters. Point out that using the word 'because' will help them write specific reasons that will make the letter more meaningful.

Differentiation: Scaffold based on student's needs. Sentence frames provided if necessary (A conflict can be solved by ____.)

Week 9

Read Alouds/ Writing: *Mr. Tiger Goes Wild* by Peter Brown - ([Performance Task](#))

Focus:

- Describe plot elements in sequential order.
- Identify supporting evidence.
- Use text and illustrations to locate information and support responses.
- Discuss features of text using academic vocabulary

Writing: Writing an opinion

Phonics: Consonant Digraphs; Prefixes un- & re-

High Frequency Words: even, mouse, Mr., Mrs., other, shall, these, when, while, white

Activity: Performance Task

Differentiation:

Language Acquisition:

Entering/Beginning: As you read *Mr. Tiger Goes Wild*, ask children to point to an illustration that shows how the author persuades readers to agree with his point of view that being wild is fun.

Developing/Expanding: Discuss with children, using simplified language, evidence that the townspeople do not agree with Mr. Tiger's point of view about being wild. Write relevant words on the board and have children repeat them with you.

Bridging/Reaching: Have partners discuss how they know that *Mr. Tiger Goes Wild* is an opinion story written to persuade readers that being wild is fun.

Read Aloud

Entering/Beginning: Have children draw pictures and use single words to retell the story.

Developing/Expanding: Supply these frames to guide children to retell the story: First, _____. Next, _____. After _____. At the end, _____.

Bridging/Reaching: Have partners evaluate each other's retellings, focusing on the sequence of events and using their own words.

Foundational Skills

ALL LEVELS: Speakers of Spanish may have trouble with /hw/ and /th/. In addition, Spanish, Vietnamese, and Cantonese speakers may substitute /ch/ or /s/ for /sh/. Target problem sounds for your class and play the Articulation Video for each one. Provide extra modeling and practice with words such as ship, shell, shop, thick, thin, thought, whip, whale, when.

Experiences (virtual and live field trips)

Visit Orange City Hall - Expand on what it means to be a citizen and the role a citizen plays in their own community (could be done via Zoom/Google Meet with the Mayor as a virtual option)

Virtual Field Trip to Ellis Island

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

Students can watch The Magic School Bus- Meets Molly Cule Season 4

Episode 1- <https://www.dailymotion.com/video/x6skn49> This episode will give the students more background knowledge about matter.

Take a Field Trip (or Virtual) to Liberty Science Center to learn more about matter and the world around us! <https://lsc.org/>

Resources

iRead

<https://h100002020.education.scholastic.com/ScholasticCentral> (teacher access)

<https://h100002020.education.scholastic.com/slms/StudentAccess> (student access)

Online Heggerty Resources/Lessons: <https://www.heggerty.org/download-assessments-and-resources>

Tools for Reading: <https://www.tools4reading.com/>

LETRS Charts

NJSLS Second Grade <https://www.state.nj.us/education/cccs/2016/ela/g02.pdf>

HMH Resources- From the Discover homepage

1. Writer's Workshop
2. Decodables
3. Rigby Leveled Library
4. Learning Cards
5. Multimedia
6. Anchor Charts
7. Student Choice Library
8. Word Cards
9. iREAD
10. Articulation Videos

Pacing/ Time Frame:

9 weeks

Module 2	Grade(s)	2
Unit Plan Title:	The Art of Storytelling	
Overview/Rationale		
Module 2 Overview- The Art of Storytelling		
Second grade students learn about morals and the world around them through the stories they hear, read and write about. Through storytelling students make connections that help them understand complex ideas. The second grade students will explore the art of storytelling through three topics within this module <i>Once Upon A Time</i> , <i>Lead The Way</i> , and <i>Everyone Has a Story</i> . Students will understand that stories and poems have different purposes that follow organized structures. Using mentor texts to develop a strong understanding of the various ways to tell stories, students will then use this knowledge to craft their own writing as they share their own stories.		
New Jersey Student Learning Standards: ELA		
Reading		
RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		

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

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

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

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

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

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

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

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

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Foundational Skills

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

A. Know spelling-sound correspondences for common vowel teams.

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

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

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing

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

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

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

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

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

Speaking and Listening

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

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather

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

Language

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

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

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

- Different types of jobs require different knowledge and skills.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.

Technology/Computer Science and Design Thinking

- Digital tools have a purpose.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.

Interdisciplinary Standards

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 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.CivicsPI.6: Explain what government is and its function.
- 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.

21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T	Communication
E	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	A	Collaboration

	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Questions

How do characters in stories teach us life-long lessons?
 What are the qualities of a good leader?
 How do our experiences shape our lives?
 How can writing in organized ways help readers learn from texts?

Essential Learning Outcomes

Students will discover that stories convey different messages to a reader.
 Students will discover that all people have stories to share with the world
 Students will learn writers use different organizational styles to keep readers engaged and convey key information.

Student Learning Targets/Objectives

- **Unit 4**

- I can describe key ideas from a text read aloud.
- I can retell a story or recount an experience with appropriate facts and details, speaking audibly in coherent sentences.
- I can apply grade level phonics and word analysis skills when decoding words.
- I can decode words with common prefixes and suffixes.
- I can determine the meaning of unknown and multiple-meaning words.
- I can demonstrate command of the conventions of standard English grammar when writing and speaking.
- I can write a narrative piece including an event or series of events, using details, temporal words, and a sense of closure.
- I can describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- I can decode two syllable words with long vowels.
- I can demonstrate understanding of figurative language meanings.
- I can identify the author's purpose of a text.

- **Unit 5**

- I can identify spelling-sound correspondences for common vowel teams.
- I can produce complete sentences when recounting an experience.
- I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- I can describe how characters in a text respond to major events and challenges.
- I can write informative texts in which a topic is introduced, facts and definitions are developed, and a concluding statement is provided.
- I can know and use various text features to locate key facts or information in a text.

- I can demonstrate command of proper nouns when writing.
- I can use information gained from illustrations to demonstrate understanding of characters, setting, and plot.
- I can read grade-level text with accuracy, appropriate rate, and expression.
- **Unit 6**
 - I can form and use the past tense of frequently occurring irregular verbs.
 - I can acknowledge differences in the points of view of characters.
 - I can explain how specific images contribute and clarify a text.
 - I can use knowledge of language and its conventions when writing, speaking, reading, and listening.
 - I can strengthen my writing by revising and editing, using support from adults and peers.
 - I can read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band, with scaffolding as needed.
 - I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Assessments

- Formative
 - Formative Assessments: Weekly Reading Selection Quizzes (optional)
 - How To Read A Story
 - Hollywood Chicken
 - If The Shoe Fits: Two Cinderella Stories
 - Going Places
 - Wilma Rudolph: Against All Odds
 - Who Are Government's Leaders
 - I Am Helen Keller
 - Drum Girl
- Summative
 - Writing Workshop Writing Tasks
 - [Benchmark - Mid Module Assessment](#) Narrative
 - [Module 2 Performance Task - Unit 6 - Narrative](#)
- Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 4 - Group Project - Creating a board game based on a fairytale.
 - Unit 5 - Group Project - Creating a campaign for a book character that will be a good leader.
 - Unit 6 - Group Project - Researching extreme weather and creating a safety brochure.
 - Optional Assessments
 - Unit 4 - Think of a lesson that kids use in their lives. Write a fairy tale that teaches that lesson
 - Unit 5 - Think of different leaders you read in the texts. Which would you most like to meet? Write five interview questions you would like to ask that person.

Write your speculation - how the leader might answer.

- Unit 6 - Be a TV weather reporter. Choose one kind of weather to report about. Use details from the texts to describe the weather.

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:
High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences - Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Cognates-Using Cognates for words in ELL's native language

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations - Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box

to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- Tabletop Minilessons: English Language Development

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the

words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SIoP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p><i>Differentiation examples:</i></p> <p><i>Students with a 504:</i> <i>All modifications and health concerns listed in</i></p>	<p>Week 1</p> <p>Read Alouds/ Writing: <i>Goldilocks and the Three Bears</i>, and <i>How to Read A Story</i></p> <p>Focus: Story Structure, Text Organization, Inferences, suffixes -ful, -less, vocabulary : multiple-meaning , consonants k, ck; Silent Letters (kn, wr, gn, mb), vocabulary multiple-meaning words, verbs in the present, Identify feature of an informational text</p> <p>High-Frequency Words: ask, asked, buy, comb, girl, grand, lady, mother, number, often</p>
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his/her 504 plan **MUST** be adhered to.

- ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: I agree with _____ because _____. Or I do not agree with _____ because _____.
- ❖ Encourage use of content vocabulary.

Activities: Use the equation to review with children that clues, or evidence, in the text plus what they already know will help them make a good guess, or conclusion. Authors tell about events that happen in a certain order, they organize the text this way, blend and decode regularly spelled one-syllable words with the silent letters kn, wr, gn, and mb, recognize organizational patterns in the text and how they contribute to the author's purpose

Writing : Use features of narrative text in writing, draft lead for narrative text, express ideas for narrative leads.

Read Aloud

Entering/Beginning: Ask yes/no questions to help readers guide their understanding of the text. Do you stop and ask questions if you do not understand what you read ?

Developing/Expanding: Supply turn and talk questions. I think the author feels _____ about reading because _____.

Bridging/Reaching: Ask: How do the illustrations show how the author feels about reading ?

Foundational Skills:

All Levels: To help children focus on the ck spelling pattern, have them practice reading pair of familiar words with minimal differences, such as trick/trip, pick/pit, truck/trust, rock/rob, black/blast

Week 2

Read Alouds/Writing: *A Crow, a Lion, and a Mouse! Oh, My!* and *Hollywood Chicken*

Focus : Story Structure, Create Mental Images, Make and Confirm Predictions, Figurative Language, Long a Patterns; Multisyllabic Verbs in the Present, Past, and Future, Long a vowel (ai, ay)

High-Frequency Words: afraid, always, another, great, passed, really, says, stay, try, which

Activites : Plot (Beginning, Middle , End, Conflict and Resolution), Use text features to make predictions, turn and talk to confirm and adjust predictions, literal language vs. figurative language, idioms, simile (create a picture in your mind.) .

Writing : Introduce revision skills. Focus on sentence structure, sentence length and word choice.

Read Aloud

Entering /Beginning: Have readers take a picture walk through the text. Help them find evidence to make predictions before reading.

Developing/Expanding: Help readers preview the text to make predictions before reading. Ask: What do you think the story will be about ? Where will Chicken Lily go ?

Bridging/Reaching: Readers work in pairs to preview the text and cite evidence to make predictions.

Foundational Skills:

- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding

All Levels: There are a number of English words that are homophones. Point out the words mail/male, raise/rays, main/mane. Use picture cards as well as words in contextual sentences to convey the different meanings.

Week 3

Read Alouds/ Writing: *If the Shoe Fits: Two Cinderella Stories*

Focus: Author’s Purpose, Make Connections, Story Structure, Cause and Effect, Long e, (ee, ea) Short e Patterns; Multisyllabic Words: Long, Short e Compound Sentences

High-Frequency Words: clean, feel, ground, horse, leave, need, please, queen, seen, tree

Activities: Text connections (text to self, text to text and text to world), use text features to make predictions, confirm/adjust, reread story part to identify story structure elements, retell story recounting main events, chart clue words in text that signal a cause and effect, Blend and decode with the long e patterns e_e, ee, ea.

Differentiation

Foundational Skills:

Entering /Beginning: Use gestures and quick sketches to help convey the meaning of Blending Practice words such as me, seat, tree, thread, chicken, beans, and bread.

Developing/Expanding: Provide sentence frames for children to complete with the Blending Practice words Mom will sew the button with ____ (thread).

Bridging/Reaching: Have children use the Blending Practice words in oral sentences.

Read Aloud:

Entering /Beginning: Have children point to pictures in the two fairy tales to show how they are alike and then to show how they are different.

Developing/Expanding: Supply these frames: The two fairy tales are alike because _____. One way they are different is _____. Another way they are different is _____.

Light: Ask: How are the stories alike? How are the settings and endings different?

Language Acquisition:

Entering /Beginning: Act out the words dashed, thrilled, and beamed. Have children mimic your actions as they say each word.

Developing/Expanding: Supply sentence frames: I feel thrilled when _____. I beamed because I felt _____. I dashed home because _____.

Bridging/Reaching: Have children write sentences using two of the Power Words before sharing their example with the class.

Week 4

Read Alouds/ Writing: *Fairy Tale*

Focus: Figurative Language, Ask and Answer Questions, Characters Speaking and Listening: Recount an Experience, Long o Patterns (o, oa, ow); suffixes -y, -ly, Quotation Marks

High-Frequency Words: below, both, follow, most, move, own, road, show, window, yellow

and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." _____.)

- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

Differentiation:

Foundational Skills:

All Levels: Tell children that there are a number of English words called homophones, which are words that sound the same but have different spellings and meanings. During Blending Practice, point out that the words no/know and rode/rad are homophones. Help children understand the different meanings through contextual sentences.

Read Aloud:

Entering /Beginning: Have children point to illustrations they still have questions about. help answer their questions using details in the text and illustrations.

Developing/Expanding: Supply frames: I want to know more about _____. I have questions about _____.

Bridging/Reaching: Have partners review the text to answer any remaining questions.

Language Acquisition:

All levels: For children whose native language is Spanish, remind them that some Spanish and English words share similar meanings, pronunciations, and spellings (cognates). Exactly, precise, respond, and replica each have a cognate in Spanish: exactamente, preciso, responder, and replica.

Week 5

Read Alouds/ Writing: Aunt Isabel Tells a Good One

Focus: Recognize characters of realistic fiction, describe and analyze the internal and external traits of characters, use descriptive language to tell about characters in a story, identify the features of biography, summarize the main ideas to synthesize information, discuss the author's use of text features, state when an author is trying to persuade a reader to think

Activity: [Benchmark Writing Assessment](#)

Differentiation:

Language:

Entering/Beginning: Have children look at pictures of Wilma Rudolph and ask them "Was Wilma Rudolph famous for her running? Was she always good at running?"

Developing/Expanding: Use sentence starters i.e When Wilma Rudolph was a child she _____. Later she became very good at _____. We remember her because she _____.

Bridging/Reaching: Have readers add details to their writing that come from the text.

Read Aloud:

Entering/Beginning: Have children respond with a thumbs up or down to show understanding during read alouds.

Moderate: Pause periodically during read alouds and ensure understanding by asking students.

Bridging/Reaching: have children write first, next, last in their notebook. Have students write what happens in the story as they listen.

Foundational Skills:

Entering/Beginning: Have students use a vocabulary ring or vocabulary notebook for high frequency words.

Developing/Expanding: have pictures with long and short vowels so students can reference when confused on how they sound.

Bridging/Reaching: Have students use power and big idea words in their writing.

Week 6**Read Aloud/ Writing:** *Wilma Rudolph: Against All Odds*

Focus: Discuss the chronological use in biography, identify important ideas for a summary, ask and answer questions to determine the meaning of content-area words, compare and contrast.

Phonics: Long i Patterns; Multisyllabic, Words: Long i, Fluency: Phrasing, Characters, Synthesize, Evaluate, Text Features, Proper Nouns

High-Frequency Words: almost, become, begin, high, kind, might, night, one, open, opened

Activity: genre study of biography and what makes it a biography, have students write about the main characters and what they learned about them from the biography.

Differentiation:**Language Acquisition**

Entering/Beginning: have students use drawings to help summarize the text.

Developing/Expanding: Have students use headings to help with details to summarize the text.

Bridging/Reaching: have students take notes and use those details to summarize the text.

Read Aloud

Entering/Beginning: Have children respond with a thumbs up or down to show understanding during read alouds.

Moderate: Pause periodically during read alouds and ensure understanding by asking students.

Bridging/Reaching: have children write first, next, last in their notebook. Have students write what happens in the story as they listen.

Foundational Skills

Entering/Beginning: using flash cards with suffixes have students practice putting them on the end of words.

Developing/Expanding: have use flashcards with homophones to match up the words that sound alike i.e. to=two

Bridging/Reaching: Have students practice reading with intonation and fluency.

Phonics: Suffixes -ful, -less; Multisyllabic Words, Fluency: Intonation, Homophones, Text Organization, Summarize, Content-Area Words, Chronological Order, Abbreviations

High-Frequency Words: began, book, of, ready, their, thought, two, whole, write, years

Week 7

Read Alouds/ Writing: *Who Are Government's Leaders?*

Focus : Discuss the chronological use in biography, identify important ideas for a summary, ask and answer questions to determine the meaning of content-area words, compare and contrast.

Phonics: Suffixes -y, -ly; Inflections -s, -es, pronouns

High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were

Activity: Have students support their writing with details from the text, have students discuss and recall details from the text.

Differentiation:

Read Aloud

Entering/Beginning: Using pictures from the text have students recall or draw details from the story.

Developing/Expanding: using sentence starters recall details to use for a summary.

Bridging/Reaching: have students discuss and share details from the text to each other.

Week 8

Read Aloud/ Writing : *I am Helen Keller*

Focus : r-Controlled Vowels or, ore; Ideas and Supporting Text, Text features, synthesize, commas in dates and places, suffixes- ful and less, shades of meaning

Activities: recognize patterns in spelling, identify opinion vs fact, set purpose for reading, read and pause for questioning to gauge student understanding, use this questioning to support and model how to synthesize (put all important ideas together to form the big idea of the text.) Model this process and use as an anchor chart for readers. Highlight text features and their importance- what do these features tell the reader ? Why are they important ? i.e ellipses and the dash- Why did the author use these features ?, use index cards with synonyms have students order them least to greatest (annoyed, upset, made and furious)

High-Frequency Words: before, example, form, morning, order, store, story, those, word, work

Differentiation:

Read Aloud:

Entering/Beginning: Readers respond to statements about biographies by showing thumbs up or thumbs down.

Developing/Expanding: Readers will describe the elements of a biography. Talking fame; A biography is _____. A biography must have _____.

Bridging/Reaching: Readers will list the reasons why the book is a biography.

Foundational Skills:

Entering/Beginning: Model blending practices, use actions and gestures to convey word meanings

Developing/Expanding: Distinguish between pore, poor and pour by using them in oral sentences and picture cards

Bridging/Reaching: Challenge readers to identify the target word, identify the meanings and the multiple meanings

Week 9

Read Alouds/ Writing: *The William Hoy Story: How a Deaf Baseball Player Changed the Game, I am Helen Kelly, Wilma Rudolph*

Focus: Create mental images, identify setting of poem, vowel team oo, multisyllabic words oo, compounds words.

High Frequency Words: air, city, friend, hair, heard, learn, looked, remember, stood, street.

Activity: Performance Task

Differentiation:

Language Acquisition:

All levels: Play the articulation video for /oo/ and model pronouncing the sound. Have children repeat after you. Then have children practice pronouncing words such as these: took, cook, look, hook, shook.

Foundational Skills:

Entering/Beginning: Use gestures and quick sketches to help convey the meaning of Blending Practice words such as wood, boom, loop, stood, hoot, and shook.

Developing/Expanding: Point out that the word too is a homophone for two and to. Encourage children to use the words in oral sentences to confirm understanding.

Bridging/Reaching: Have children use selected Blending Practice words in oral sentences.

Read Aloud:

Entering/Beginning: Read aloud pages 85 and 87 of Drum Dream Girl. Have children point to words that help them make a picture in their minds.

Developing/Expanding: Supply these speaking frames: The girl dreams about _____. The words that help me picture it are _____, _____, and _____.

Bridging/Reaching: Have partners reread pages 85 and 87 to look for describing words.

Experiences
(virtual and live field trips)

1) Have students visit [My Story Book](#) to create their own storybooks online!

2) Check out local libraries to see if live stories are being read! (ex. SOPAC, Orange Public Library)

3) Students can conduct daily cloud observations for their city/town for a week. They can draw pictures of the clouds observed and discuss whether or not they were able to forecast the weather (for example, “We observed cumulus clouds and then it rained in the afternoon.”). *Note: This is particularly supportive of English Language Learners.*

4) Students can watch The Magic School Bus- Kicks Up a Storm Season 1

	Episode 13. https://www.dailymotion.com/video/x6skmw7 This episode will give the students more background knowledge about weather.
Resources	
<p>iRead</p> <p>https://h100002020.education.scholastic.com/ScholasticCentral (teacher access)</p> <p>https://h100002020.education.scholastic.com/slms/StudentAccess (student access)</p> <p>Online Heggerty Resources/Lessons: https://www.heggerty.org/download-assessments-and-resources</p> <p>Tools for Reading: https://www.tools4reading.com/</p> <p>LETRS Charts</p> <p>NJSLS Second Grade https://www.state.nj.us/education/cccs/2016/ela/g02.pdf</p> <p>HMH Resources- From the Discover homepage</p> <ol style="list-style-type: none"> 1. Writer’s Workshop 2. Decodables 3. Rigby Leveled Library 4. Learning Cards 5. Multimedia 6. Anchor Charts 7. Student Choice Library 8. Word Cards 9. iREAD 10. Articulation Videos 	
Pacing/ Time Frame:	9 Weeks

Module 3		Grade(s)	2
Unit Plan Title:	The Beauty of the Earth		
Overview/Rationale			
<p>Module 3 Overview- The Beauty of the Earth</p> <p>Second grade students will read, discuss and write about three topics within this module <i>Weather Wise</i>, <i>Time to Grow</i>, and <i>Home Sweet Habitat</i>. Through interdisciplinary connections to Science, students will study weather and nature. They will engage with texts that make them aware of the beauty of the Earth, its climate, plants, and animals and their habitats.</p>			
New Jersey Student Learning Standards: ELA			
Reading			

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

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

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

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

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

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

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Foundational Skills

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

- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

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

- Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing

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

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

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

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

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

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

Speaking and Listening

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

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

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

Language

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

- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

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

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

Career Readiness, Life Literacies, and Key Skills

- External factors can influence the items that an individual wants or needs.
- There are actions an individual can take to help make this world a better place.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Individuals from different cultures may have different points of view and experiences.

Technology/Computer Science and Design Thinking

- Digital tools have a purpose.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.

Interdisciplinary Standards)

- 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.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental

characteristics affect people's lives in a place or region.

- 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).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T	Communication
E	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	A	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Questions

How does weather affect us?
 What do living things need to survive?
 How do living things in a habitat depend on each other?
 How can informational text teach us about our world?
 How can writing be used to build knowledge and inform us about the world around us?

Essential Learning Outcomes

Students will learn all living things need specific conditions to grow and survive.
 Students will understand how weather affects decisions people make.
 Students will understand that writers use their work to make meaning of experiences, as well as, convey information and ideas.

Student Learning Targets/Objectives

● Unit 7

- I can demonstrate command of the use of commas when writing.
- I can write a narrative piece including an event or series of events, using details, temporal words, and a sense of closure.
- I can apply grade level phonics and word analysis skills when decoding words.
- I can decode words with common prefixes and suffixes.
- I can analyze text features to locate key facts or information in a text efficiently.
- I can identify the central message of a story.
- I can use knowledge of the meanings of individual words to predict the meaning of compound words.
- I can identify spelling-sound correspondences for common vowel teams.
- I can use information gained from illustrations and words to demonstrate understanding of characters, setting, and plot

● Unit 8

- I can demonstrate command of the use of adjectives when writing in standard English.
- I can participate in shared research and writing projects.
- I can produce complete sentences when appropriate to the task in order to gain detail or clarification.
- I can read grade-level text orally with an appropriate rate on successive readings.
- I can write informative texts in which a topic is introduced, facts and definitions are developed, and a concluding statement is provided.
- I can form and use the past tense of frequently occurring irregular verbs.
- I can retell a story or experience with appropriate facts and details, speaking audibly in coherent sentences.
- I can describe how characters in a story respond to major events and challenges.
- I can describe the connection between a series of events, ideas or concepts in a text.

● Unit 9

- I can use an apostrophe to form contractions.
- I can apply learned spelling patterns when writing words.
- I can ask and answer *who, what, where, when, why, and how* questions to demonstrate understanding of key details in a text.
- I can implement a variety of digital tools to produce and publish writing.
- I can participate in shared research and writing projects.
- I can recall information from experiences or gather information from sources to answer a question.
- I can demonstrate understanding of figurative language in a text.
- I can demonstrate command of the use of adverbs when writing in standard English.
- I can read grade-level text orally with expression on successive readings.

Assessments

- Formative Assessments: Weekly Reading Selection Quizzes (optional)
 - Wild Weather

- Whatever the Weather
- Experiment with What a Plant Needs to Grow
- Jack and the Beanstalk
- Don't Touch Me
- The Long, Long Journey
- Sea Otter Pups
- The Great Kapok Tree
- Summative
 - Writing Workshop Writing Tasks
 - [Benchmark - Mid Module Assessment](#) - Informational Text
 - [Module 3 Performance Task Assessment Informational Text](#)
 - o Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 7 - Students will write their own autobiography.
 - Unit 8 - Group Project - Children will be assigned a different type of environment, such as a desert or a rainforest. Over the next few weeks, they will work in groups to learn about what types of plants grow in these environments and what they need to grow. Then they will write and present a book about how to care for one type of plant that grows in their assigned environment
 - Unit 9 - Group Project - Children will be working in small groups to research an animal's habitat. They will then create a diorama of the animal's habitat and share what they have learned with the class.
 - Performance Based Assessments
 - Unit 7
 - o Choice 1 - What makes a great biography? Write six rules a writer should follow to write a great biography.
 - o Choice 2 - Create a poster to share a life lesson you learned from one of the texts.
 - Unit 8
 - o Choice 1 - Write instructions that tell someone how to grow a healthy plant. List items that will be needed and steps to follow
 - o Choice 2 - Work with a partner to write a poem about plants.
 - Unit 9
 - o Choice 1 - Choose an animal habitat you read about. Imagine the whole world was made of that habitat. Write a story to include what it would be like.
 - o Choice 2 - Work with a partner. Write three questions about the habitats you read about. Play habitat trivia with another group to answer your questions.

Teaching and Learning Actions

Instructional Strategies

[Academic Vocabulary](#) - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Cognates-Using Cognates for words in ELL’s native language

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student’s work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- Tabletop Minilessons: English Language Development
Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one’s own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SIOP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:
High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Week 1

Read Alouds/ Writing: *Wild Weather* and *Whatever the Weather*

Focus:

- make connections
- point of view
- text features
- subject-verb agreement

Phonics: prefix dis-; sounds for c and g

High-Frequency Words: anything, change, children, gone, good, notice, now, page, since, woman

Activity: Use the turn and talk routines and the questions from the teacher pal to guide their conversation and monitor comprehension.

Differentiation:

All Levels Supply these sentence frames “The text in the diagram tells me _____” “The pictures show me _____” “The arrows show me _____”

Week 2

Read Alouds/ Writing: *The Story of Snow* and *Cloudette*

Focus:

Low- Work on HMH language acquisition

Students with a 504:

All modifications and health concerns listed in his/her 504 plan **MUST** be adhered to.

- ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming

- make connections
- point of view
- text features
- subject-verb agreement

Phonics: prefix dis-; sounds for c and g

High-Frequency Words: anything, change, children, gone, good, notice, now, page, since, woman

Activity: Have children use planning space to draw a picture and write a caption, then have them write about Cloudette's next adventure.

Differentiation: Before children write, have them work with a partner to review the text for details about what Cloudette likes to do.

Week 3

Read Alouds/ Writing: *Experiment with What a Plant Needs to Grow*

Focus: Evaluate text for important details, text organization, vowel patterns long /oo/, multisyllabic words- long and short /oo/.

High Frequency Words: about, floor, food, group, knew, music, room, school, soon, through.

Activity: Students will evaluate the text, *Experiment with What a Plant Needs to Grow*, by deciding what details are most important as they read and make annotations on sticky notes.

Differentiation:

Language Acquisition:

Entering/Beginning: Have children sort Vocabulary Cards by words they understand and words they would like to know better.

Developing/Expanding: Supply frames such as these. When something is mature, it is ____. When something is winged, it can ____.

Bridging/Reaching: Write each Power Word on an index card. Randomly hand out cards to partners. Have them use the words in a brief conversation about plants.

Read Aloud:

Entering/Beginning: Help children name the things plants need to grow.

Developing/Expanding: Supply this frame: Plants need ____, ____, and ____.

Bridging/Reaching: Have partners discuss how they determined the most important facts.

Foundational Skills:

All levels: Explain that there are a number of English words that are homophones, or words that sound the same but have different spellings and meanings. Point out the words threw/through and knew/new from the Blending Practice and due/dew from Transition to Longer Words. Help children understand the different meanings through contextual sentences. *Joe threw a ball to his dog. The children walk through the park. The library book is due today. The grass was wet with morning dew.*

Week 4

Read Alouds/ Writing: *Jack and the Beanstalk From Seed to Plant*

Focus: recognize characteristics of legends, describe and analyze the internal and external traits of characters, identify features of fairy tales, retell text in

opinions: *I agree with _____ because _____. Or I do not agree with _____ because _____.*

- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.*
- ❖ *Thumbs Up/Down for quick assessments.*

ways that maintain meaning and logical order, using sequence words, describing plot elements such as main events and conflict and resolution.

Phonics: Vowel Teams *ou, ow*; diphthongs *oy, oi*;

High Frequency Words: boys, brown, found, house, listen, oil, point, sound, town, voice.

Activity: have students list the external traits of a character through the text, have students retell the read aloud using sequence words and important details from the story, have students review story structure and have them identify these elements.

Differentiation:

Language Acquisition

All Levels: Have students use hand or body gestures to correspond with power words or high frequency words.

Read Aloud

Entering/Beginning: point to characters in the book and have students answer yes/no questions about character traits.

Developing/Expanding: have students team up and write down a list of external and internal traits of a character.

Bridging/Reaching: have students form groups and compare with each group the traits they found about each character.

Foundational Skills

All Levels: Have students practice the *ou* sound as it is a difficult sound to master for many ELL students. Have them watch articulation videos and then have them practice the sound in isolation as well as in *cow, house, cloud, town*.

Week 5

Read Alouds/ Writing: *From Seed to Plant*

Focus: Foundational Skills: Control r, Writing: brainstorming, drafting, writing and revising.

Activity: Building and reading words with ar, Writing

Writing: Benchmark Mid Module Assessment

Phonics: Control r - ar

High Frequency Words: body, color, dark, hard, work, hour, large, part, started, warm, was

Differentiation:

Read Aloud

Entering/Beginning: Encourage children to point to illustrations to support their responses to classroom discussion.

Developing/Expanding: Provide the sentence frame *I think _____ is fact (opinion) because _____.*

Bridging/Reaching: Have children tell relevant parts of the story to help them think about and express their own opinion.

Writing

Entering/Beginning: Encourage children to draw pictures of the steps they take to complete their activity to help them write their ideas in the correct order. As

- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____ .)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

needed, provide opportunities for children to dictate parts of their sentences in individual or small group conferences.

Developing/Expanding: Provide a word bank of time order words with examples of how to use these words correctly in sentences.

Bridging/Reaching: Review the writing prompt to help children understand the concept of writing procedural text. Encourage children to use content specific vocabulary by referring to their word banks and other notes in their writers notebooks.

Foundational Skills

All Levels: Explain that *hard* has more than one meaning. Present the following sentences and discuss the meaning of hard in each.

The top of this desk feels hard.

Learning how to swim was hard.

All levels: Speakers of Spanish and most Asian languages may have difficulty with the way English vowels change when followed by an r. Explain that in English vowels can sound a little different before the /r/ sound. Play the articulation video for /ar/.

Week 6

Read Alouds/ Writing: *Don’t Touch Me*

Focus: recognize characteristics of realistic fiction, identify and synthesize features of informational text, recognize cause-and-effect organizational patterns in a selection.

Phonics: Vowel Patterns /ô/, *eer*, *ear*

High Frequency Words: also ball, call, could, every, near, talk, tall, would, year

Activity: have students write and draw features from the story in sequential story order, use turn and talk to synthesize and explain their responses from the text.

Differentiation:

Language Acquisition

All Levels: Have students use hand or body gestures to correspond with power words or high frequency words.

Read Aloud

Entering/Beginning: using simple questions, have students answer to confirm understanding.

Developing/Expanding: using turn and talk have students retell the most important aspects of the story.

Bridging/Reaching: have students recount the sequence of the story in turn and talk.

Foundational Skills

All levels: native Spanish speakers may have trouble with the /ô/ vowel pattern, Have them watch articulation videos and pronounce the /ô/ vowel pattern separately. Then with words *call, haul, talk, jaw, caught*.

Week 7

Read Alouds/ Writing: *The Long, Long Journey*

Focus:

- text organization
- ask and answer questions

Phonics: prefix pre-; multisyllabic words

High-Frequency Words: everything, himself, maybe, nothing, outside, some, someone, sometimes, without

Activity: Use the turn and talk routines and the questions from the teacher pal to guide their conversation and monitor comprehension.

Differentiation: Use the sentence frame “I like your idea about _____ because _____”

Week 8

Read Alouds/ Writing: *Sea Otter Pups*

Focus:

- monitor and clarify
- text features
- create mental images

Phonics: three letter blends; contractions

High-Frequency Words: couldn't, don't, I'll, you're, that's, however, put, live, should, very

Activity: Use the turn and talk routines and the questions from the teacher pal to guide their conversation and monitor comprehension.

Differentiation: Use this sentence frame “When I do not understand part of the text I _____. It helps/didn't help because _____”

Week 9

Read Alouds/ Writing: *The Great Kapok Tree*

Focus:

- Figurative Language
- Text Organization
- Retell
- Chronological Order

Writing: [Performance Task](#)

Phonics: Consonant *-le*; Syllable Types, Prefix *pre-*

High-Frequency Words: above, again, along, myself, once, piece, something, table, they, wanted

Activity: Use details from *Abuelo and the Three Bears* to answer these questions with a partner. Retell - Take turns telling the story events in order. Use order words such as *first*, *next*, *after*, and *at the end* to help you. Who is telling the story? How would the story be different if one of the bears were telling it? How is this story like another story you know? How is it different? Compare the characters, setting, and events in both stories.

Differentiation:

Language Acquisition

ALL LEVELS: Placement of direct and indirect objects in English may confuse children who are native Spanish speakers. In Spanish, the indirect object often precedes the verb, as does any direct object pronoun. Use the sentence “I offered Jolene a pencil” to practice. Ask: What was offered? (a pencil) Who was it offered to?(Jolene) Repeat using these sentences: I offered you a snack. I offered Lisa a ride. I offered them help.

Read Aloud

All levels: As you talk about the focal text, use the word *illustration, introduction, detail, conclusion, reason, and purpose*. For example, the Spanish cognates of these words are: ilustración, introducción, detalle, conclusión, razón and propósito

Foundational Skills

ALL LEVELS: Pre-Teach /ə/ for language transfer. Many English learners do not have the schwa sound, /ə/, in their native languages, so pronunciation may be difficult for them. In addition, most Spanish speakers will have difficulty transferring the /ə/ sound. Model the sound for children to imitate. Say the words in the lesson, having children repeat the words and say each consonant + le syllable.

Experiences
(virtual and live field trips)

Virtual Field Trip

[The Nature Conservancy](#) has a variety of habitats that they feature on their websites. Students are shown animals and fauna from all over the world as well as given the opportunity to listen to scientists who work in those habitats explain the work they do.

Field Trip

[Trailside Nature & Science Center](#) in Mountainside, NJ. Take a trip to this interactive museum overlooking the Watchung Reservation and participate in several group programs to learn about animal characteristics and habitats, plant and animal life cycles, and explore the reservation wildlife.

Resources

iRead

<https://h100002020.education.scholastic.com/ScholasticCentral> (teacher access)

<https://h100002020.education.scholastic.com/slms/StudentAccess> (student access)

Online Heggerty Resources/Lessons: <https://www.heggerty.org/download-assessments-and-resources>

Tools for Reading: <https://www.tools4reading.com/>

LETRS Charts

NJSLS Second Grade <https://www.state.nj.us/education/cccs/2016/ela/g02.pdf>

HMH Resources- From the Discover homepage

1. Writer’s Workshop
2. Decodables
3. Rigby Leveled Library
4. Learning Cards

5. Multimedia
6. Anchor Charts
7. Student Choice Library
8. Word Cards
9. iREAD
10. Articulation Videos

Pacing/ Time Frame: 9 weeks

Module 4		Grade(s)	2
Unit Plan Title:	The Wonders of Reading & Writing		
Overview/Rationale			
Module 4 Overview- The Wonders of Reading and Writing			
In the 4th and final Module of the year, second grade students will explore people and cultures of the world and biographies. As students analyze nonfiction and literary texts from various authors throughout the world they will reflect upon their own culture and family history. While studying biographies of historical figures students will gain more insight as they become more skilled readers and writers.			
New Jersey Student Learning Standards: ELA			
Reading			
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.			
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.			
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.			
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.			
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.			
RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.			
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.			
Foundational Skills			
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.			

- A. Decode regularly spelled two-syllable words with long vowels.
- B. Decode words with common prefixes and suffixes.
- C. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Career Readiness, Life Literacies, and Key Skills

- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Individuals from different cultures may have different points of view and experiences.

Technology/Computer Science and Design Thinking

- Digital tools have a purpose.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.

Interdisciplinary Standards

- 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.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T	Communication
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E	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	A	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)

How does learning from people and cultures around the globe help us?
 How can I use stories about individuals to build my understanding of the world?
 How can I ask questions to learn about someone?
 How can I use answers to questions in my writing?

Essential Learning Outcomes

Students will understand how cultures across the world are similar yet have unique aspects.
 Students will learn different genres of writing have unique structures and conventions.
 Students will learn how to ask questions to gain important information.
 Students will understand how to translate information into stories.

Student Learning Targets/Objectives

- **Unit 10**

- I can decode words with common prefixes and suffixes.
- I can identify shades of meaning among closely related verbs.
- I can analyze text features to locate key information in a text.
- I can demonstrate understanding of figurative language in a text.
- I can recount stories from diverse cultures and determine the central message, lesson, or moral.
- I can read and identify possessive pronouns
- I can collaborate with peers to create shared research and writing projects.
- I can describe the overall structure of a story.
- I can use context to confirm or self-correct word recognition when reading aloud.
- I can retell a story or experience with appropriate facts/details, speaking audibly in coherent sentences.
- I can decode two-syllable words with long vowels.
- I can explain how specific images contribute to and clarify a text.
- I can recognize and read grade appropriate irregularly spelled words.
- I can identify the logical connections of how reasons support specific points the author makes in a text.

- **Unit 11**

- I can identify the main idea of a nonfiction text.
- I can decode words with common prefixes and suffixes.

- I can write a narrative piece including an event or series of events, using details, temporal words, and a sense of closure.
- I can read texts with sufficient accuracy and fluency to support comprehension.
- I can analyze the main purpose of a text, including what the author wants to explain, answer, or describe.
- I can recognize the elements of an opinion writing.
- I can recall the components of an informational text.

- **Unit 12**

- I can write an opinion piece in which a topic is introduced, an opinion is stated, reasons are provided, and a conclusion is given.
- I can describe how characters in a text respond to major challenges or events.
- I can describe the overall structure of a story.
- I can answer *who, what, where, when, why* and *how* questions to demonstrate understanding of key details in a text.
- I can recount stories from diverse cultures and determine the central message, lesson, or moral.
- I can read texts with sufficient accuracy and fluency to support comprehension.
- I can read and comprehend stories and poetry, at grade level text complexity or above with scaffolding as needed.
- I can describe key ideas/details from a text read aloud or through other media.

Assessments

- Formative Assessments: Weekly Reading Selection Quizzes (optional)
 - Where on Earth is My Bagel
 - May Day Around the World
 - Poems in the Attic
 - Select Biography Texts
 - Select Opinion Writing Texts
 - Select Informational Texts
 - Select Realistic Fiction Texts
 - Select Fantasy Texts
 - Select Poetry Texts
- Summative
 - Writing Workshop Writing Tasks
 - [Benchmark - Mid Module Assessment](#)
 - Performance Task - [Module 4 Assessment - Unit 12](#)
- Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 10 - Students will research their own heritage and create a page for a class culture book..
 - Performance Based Assessments
 - Unit 10
 - Choice 1 - Write a paragraph explaining why it's important to learn about people and traditions from other parts of the world.
 - Choice 2 - Explain ways that people share their culture with others. Use details from texts that we have read in the unit.

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:

High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Cognates-Using Cognates for words in ELL’s native language

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student’s work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

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Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

	<p><u>Share the Pen</u>- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.</p> <p><u>SIOP Strategies</u> - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.</p> <p><u>Student goal setting</u> - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.</p> <p><u>Targeted feedback</u> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.</p> <p><u>Thumbs Up/Down, “Stop Light”, “Smiley Face”</u>- for quick, formative assessment</p> <p><u>Think-Pair-Share</u>- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.</p> <p><u>Word wall</u> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p><i>Differentiation examples:</i></p> <p><i>Students with a 504:</i> <i>All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</i></p>	<p>Week 1</p> <p>Read Alouds/ Writing: <i>Where on Earth is My Bagel,</i></p> <p>Focus:</p> <p>Prefix mis, inflections ed, ing, suffixes ; ion, tion sion, figurative language, text features, making inferences, possessive pronouns</p> <p>High-Frequency Words: against, cover, early, getting, here, hurry, much, stopped, toward, your</p> <p>Activities: Identify features of realistic fiction, make inferences and use evidence to support understanding, determine these using text evidence, why author’s use figurative language</p> <p>Differentiation:</p>

- ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an

Read Aloud

Entering/Beginning: Use illustrations to help readers make inferences. Ask yes/no questions : Does the boy search for his bagel ? Does the boy give up easily ?

Developing/Expanding: Guide readers to use the illustrations and text to make inferences. Ask: Is Yun Yung a person who gives up easily ? How do you know ?

Bridging/Reaching: Students work with partners to discuss clues in text that help them make inferences.

Foundational:

All levels: Students may have difficulty with the different sounds of the ending ed in words. Sort words and picture cards with the ed endings into the three categories for the sound of ed /t/, /d/, /id/. Provide enough practice for students to listen, read and sort the words to reinforce mastery of the sounds.

Week 2

Read Alouds/ Writing: *A World of Art, May Day Around the World* by Tori Telfer

Focus: Open and closed syllables, syllable division patterns, inflections - ed , ing, suffixes y, ly, story structure, make and confirm predictions, central ideas, synthesize, prepositions and prepositional phrases

High- Frequency Words: area, around, coming, from, foes, goind, second, seemed, there, who

Activities : Use the frame in the thought balloon to cite evidence when readers make prediction, authors organize text to convey meaning, spotlight sounds to support syllable division patterns, readers will identify the details that demonstrate how the celebrations are similar and different, readers will identify the topic based on the title (text must be about ways people celebrate May Day.)

Differentiation:

Read Aloud

Entering/Beginning: Ask questions to help children predict: Will you learn about a special day ? Will you find out what people in different places do on this day ?

Developing/Expanding: Supply sentence frames : After looking through the book, I know _____. I predict this book will be about _____ because _____.

Bridging/Reaching: /have partners discuss the evidence they used to make their predictions.

Foundational:

Entering/Beginning: Draw simple pictures to help convey the meaning of words.

Developing/Expanding: Say and write sentences with missing target word .

Bridging/Reaching: Have students use target words in sentences to confirm understanding of word meanings.

image that matches their retelling.

- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____) _____.)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question

Week 3

Read Alouds/ Writing: *Poems in the Attic* by Nikki Grimes

Focus: Make connections, story structure, Long a, e, Multisyllabic words long a, e.

High Frequency Words: ago, carry, many, money, only, ride, sky, study, wasn’t, world.

Activity: Students will review the events that happen in the beginning, the middle, and the end of a story to make up the plot. They will read *Poems in the Attic* and use their own words to describe the girl’s problem and how Mama’s poems help her. They will describe the resolution at the end of the story and use evidence to support their responses.

Differentiation:

Language Acquisition:

Entering/Beginning: Pair English learners with native speakers for Vocabulary Chat. Provide guidance and support as necessary to ensure equal participation.

Developing/Expanding: Provide frames such as these: *When I clamber outdoors, I am _____. I would like to _____ because _____.*

Bridging/Reaching: Have pairs ask each other their own questions using the Power Words.

Read Aloud:

Entering/Beginning: Have children illustrate a special memory. Ask them to dictate words to describe it as you write a poem.

Developing/Expanding: Write an example on the board to show children how they can use the words in their charts to write a poem.

Bridging/Reaching: Have partners read their poem aloud to help each other add words with interesting sounds and details.

Foundational Skills:

All levels: Support cauldron in learning the “music” of English and how syllables are stressed by engaging in frequent choral readings of texts and in sing-alongs and chant-alongs with rhymes and songs. Children can tap along to the beat of songs to help them notice stressed syllables.

Week 4

Read Alouds/ Writing: Happy New Year!

Focus: Vowel team syllables, syllable division patterns, Genre Study: Narrative Fiction, central idea, text organization.

High Frequency Words: happened, happy, help, home, mama, papa, sister, suddenly, surprise

Activity: Students will select a text in the biography genre and determine the central idea and text organization in Genre Study Groups.

Differentiation:

Language Acquisition:

Entering/Beginning: Ask yes/no questions using the words from Blending Practice. Can you re-tie a ribbon that is loose? When you tiptoe, does it make lots of noise?

words with question phrases on it.

- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

Developing/Expanding: Say sentences with missing words, and have children use Blending Practice words to complete them. If you don't ___ a shoelace, you might trip.

Bridging/Reaching: Challenge partners to work together to write a sentence that uses two Blending Practice words.

Foundational Skills:

All Levels: Encourage children to write new words in a Word Study notebook and to break them down in steps: circle known word parts (prefixes, suffixes, endings), look at what is left, look for cognates, and blend the parts back together.

Week 5

Read Alouds/ Writing: *The Name Jar* and Benchmark Assessment

Focus Genre Study Explanatory Writing

- Focus on writing a thank you letter.
- Author's Purpose
- Ideas and Support

Phonics: R-controlled Vowel Syllables, multisyllabic words

High Frequency Words: away, because, country, earth, else, green, plant, rain, sea, sun.

Activity: How do you determine the author's purpose? How do you know?

Differentiation:

Language Acquisition

All Levels: Ell students can benefit from listening to stories as they read along. This helps improve their fluency and phrasing. Have students practice reading aloud with an audio recording of the story.

Foundational Skills

All Levels: Spanish Speaking ELL's may have difficulty with the ways vowels change when followed by an R. Write single syllable r-controlled vowel words such as *car, stork, herd, burn, dirt*. Have the students repeat them chorally. Have students say the -er, -ir, and -ur all sound like -ur.

Week 6

Read Alouds/ Writing: *Trombone Shorty*

Focu Genre Study: genre characteristics (biography)

- Review genre characteristics
- How to find the central idea.

Phonics: Final *E* Syllables

High Frequency Words: bed, enough, family, list, oh, people, shop, sleep, today, tomorrow

Activity: How can I find the central idea? How do I know it is the central idea?

Differentiation

Language Acquisition

All Levels: use gestures or pantomime to reinforce meaning for high frequency or power words.

Foundational Skills

Entering/Beginning: have students draw gestures to convey meaning of blended final e words.

Developing/Expanding: have children work together to draw a picture of the newly formed words to reinforce definition.

Bridging/Reaching: Using the newly blended words have students use them to write a short story.

Week 7

Read Alouds/ Writing: Revisit biographies texts from previous modules *Wilma Rudolph: Against All Odds* and *I am Helen Keller*

Focus:

- genre characteristics of realistic fiction
- characters
- story structure

Phonics: final stable syllables; multisyllabic words

High-Frequency Words: animal, cut, inside, measure, pick, picture, question, rock, turned, where

Activity: What is the genre of the book? How do you know?

Differentiation: Use this sentence frame “The genre of this book is _____. I know this because _____.”

Week 8

Read Alouds/ Writing: Revisit biographies from previous modules *The William Hoy Story* and *The Stories He Tells: The Story of Joseph Bruchac*

Focus:

- genre characteristics of fantasy
- setting
- theme

Phonics: review of syllable types

High-Frequency Words: america, can’t, complete, easy, eyes, love, reached, sentence, state, watch

Activity: What is the genre of the book? How do you know?

Differentiation: Use this sentence frame “The genre of this book is _____. I know this because _____.”

Week 9

Read Alouds/ Writing: “Biographies of Cherished Adult”

Focus:

- genre characteristics of biographies
- elements of narratives
- character
- generating questions

Writing: Performance Task - Biography

Phonics: Review of Affixes; Open and Closed Syllables

	<p>High-Frequency Words: busy, different, doing, I'm, idea, important, mind, next, plan, tried</p> <p>Activity: At the end of the lesson, have children reflect on their learning by sharing what they recall about the characteristics of poetry. Choose from these options: SHARE CHAIR Select a reader each day to come to the front of the class and tell what he or she learned. THINK-PAIR-SHARE Children share their thinking with a partner. Select a few each day to share with the whole class.</p> <p>Differentiation:</p> <p>Language Acquisition: <i>All Levels</i> - Use pantomime and visuals to reinforce the meanings of the Spelling Words and sentences. For example, pantomime swimming, taping, staple, and scribble. Demonstrate mumbling. Ask questions to check understanding. Do you go swimming in water? Is it easy or hard to understand a mumble? Is it hot or cool where it is shady?</p> <p>Foundational Skills: <i>All Levels</i> Prefixes and suffixes should not pose difficulty for native Spanish speakers, as Spanish uses these word parts in similar ways. For other language learners, create cards or write base words and affixes on the board to help children practice adding prefixes and suffixes to base words. Ensure that children know the meanings of the base words before asking them to tell how the affixes change the meanings.</p>
Experiences (virtual and live field trips)	<p>Connect with students from around the globe to learn about their culture - https://www.penpalschools.com/</p> <p>Listen & enjoy music from a variety of other cultures - https://worldmusic.net/blogs/guide-to-world-music</p>
Resources	
<p>iRead</p> <p>https://h100002020.education.scholastic.com/ScholasticCentral (teacher access)</p> <p>https://h100002020.education.scholastic.com/slms/StudentAccess (student access)</p> <p>Online Heggerty Resources/Lessons: https://www.heggerty.org/download-assessments-and-resources</p> <p>Tools for Reading: https://www.tools4reading.com/</p> <p>LETRS Charts</p> <p>NJSLS Second Grade https://www.state.nj.us/education/cccs/2016/ela/g02.pdf</p> <p>HMH Resources- From the Discover homepage</p> <ol style="list-style-type: none"> 1. Writer's Workshop 2. Decodables 3. Rigby Leveled Library 4. Learning Cards 5. Multimedia 6. Anchor Charts 7. Student Choice Library 8. Word Cards 9. iREAD 10. Articulation Videos 	
Pacing/ Time Frame:	9 weeks