

**Grade Level: 2**

**Content Area: ELA**

### Introduction

Students in 2nd Grade ELA will complete five units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, phonics skills, word analysis, word study, vocabulary, grammar and writing in a variety of genres. All ELA units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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### Long Beach Island Consolidated School District English Language Arts Curriculum

Content Area: English Language Arts

Course Title: English Language Arts - Unit 1

Grade Level: 2

Instructional Materials:  
"Journeys" (Houghton Mifflin Harcourt)  
Orton-Gillingham approach to Phonics

#### Introduction:

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**UNIT 1: Reading Fiction, Reading NonFiction, Grade-level Phonics and Word Analysis Skills, Word Study, Vocabulary, Writing Narratives,**

**30 Days**

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<b>Opinions, Writing Constructed Responses</b>	
<b>UNIT 2: Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses</b>	<b>50 Days</b>
<b>UNIT 3: Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses</b>	<b>40 Days</b>
<b>UNIT 4: Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses</b>	<b>30 Days</b>
<b>UNIT 5: Reading Fiction, Reading NonFiction, Word Study, Vocabulary, Writing, Grade-level Phonics and Word Analysis Skills Narratives, Opinions, Writing, Explanatory Writing, Constructed Responses</b>	<b>30 Days</b>

<b>Unit Overview Template</b>		
<b>Content Area: English Language Arts</b>		
<b>Unit Title: 1</b>		
<b>Target Course/Grade Level: 2</b>		
<b>Learning Targets - Objectives</b>		
<b>Standards:</b> These standards are year-long ongoing standards that should be taught to mastery by the end of the year.		
<b>Content Statements</b>		

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This unit will infuse the NJSLS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These include the reading standards for literature (**RL.2.1-7,9-10**), informational text (**RI.2.1-4,6-10**), and foundational skills (**RF.2.3 & 4**). It also includes writing (**W.2.1-3,5-8**), language (**L.2.1-6**), speaking and listening (**SL.2.1-6**). This unit will also infuse the 21st Century Themes and standards (**9.1-3**). These themes will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world, as they relate to the individual, global society and the universe.

#	NJSLS for Further Development and Exposure for Mastery at the End of 2 <sup>nd</sup> Grade
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.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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 <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .

RI.2.6	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.2.7	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.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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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.2.6	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.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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 additional information, or deepen understanding of a topic or issue.
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.

L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English</p>
L.2.4	<p>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.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul>

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L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## Essential Questions

What are my strategies for reading text and how do I know they are working?

What skills and strategies can I use to become a more effective reader?

Does my writing make sense? Is it complete (beginning, middle, and end)?

How can I communicate ideas in a way that others will understand?

## Enduring Understandings

Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.

Effective readers use appropriate strategies as needed to construct meaning.

Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.

Language is the way we communicate with each other and share ideas.

An understanding of Standard American English helps us understand what we read and what we hear.

**Before Reading:**

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate “just right” reading materials
- preview text to establish an initial impression of what the book is about (predicting)
- compare and contrast predictions: Support by answering "Why?" (drawing conclusions)

**During Reading:**

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, heading, table of contents, index, charts, graphs, diagrams and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

**After Reading:**

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.

- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

**Writing:**

*In the area of sentence structure, the student will:*

- differentiate between complete sentences and sentence fragments

*In the area of punctuation and capitalization, the student will:*

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize the first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

*In the area of the writing process, the student will:*

- uses a variety of prewriting techniques (brainstorming)

*In the area of Literary Text*

*the student will:* identify stories/books as fiction or nonfiction

- participate in shared literature discussions before, during and/or after reading or listening to a story identify author's purpose/message
- produce a written response to a story

*In the area of Informational Text, the student will:*

- determine main idea using headings, (lead) topic sentences, and important details in grade level texts
- respond to informational text
- identify the author's purpose w/ support from text (to persuade, teach, and inform)

**Fluency**

*In the area of fluency, the student will:*

- read aloud leveled text w/ fluency and expression
- use initial visual to solve unknown words
- repeat familiar phrase from a story, poem, or play using expression
- recognize a set of high frequency words

**Phonemic Awareness/Phonics**

*In the areas of phonemic awareness and phonics the student will:*

*Orton-Gillingham Phonics:*

- Red Words: were, two, do, many, any
- CVC Review
- Magic 'e' Review
- Open/Closed Syllables Review
- Suffix -ed Review
- -ph Review
- "Kind Old Words" Review
- -ck

*HMH: Journeys Phonics:*

- Definition of a syllable
- Closed Syllables
- Syllable Division
- Consonant Cluster str, scr, spr, spl
- Final Consonant Blends: -st, -sk, -nt, -nd, -mp
- Ending blends -ld, -lk, -lp, -lt
- Ending Blends -ft, -pt, -ct

*In the area of the writing process, the student will:*

- use a variety of prewriting techniques(brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

*In the area of narrative writing, the student will:*

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentence (beginnings)
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

*In the area of practical application of writing, the student will:*

- contribute regularly to morning message, class letters, journals
- contribute (in a shared writing) to a class set of directions (class rules and procedures)
- write first and last name
- label objects
- make lists
- demonstrate the ability to fill out basic information (name, date)

### **Speaking/Listening**

*In the area of questioning strategies in listening, the student will:*

- attend and respond appropriately to classmates and adults. (active listening)
- ask clarifying questions (5 W's)

*In the area of developing active listening skills, the student will:*

- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- body language indicates listening
- focus on speaker and topic

*In the area of speaking, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes

*In the area developing communication skills, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purpose
- make eye contact with the audience

*In the area of formulating and answering questions, the student will:*

- use **KWL** chart to generate pertinent questions and organize thinking for research
- be exposed to transition words; first, then, next, finally

### **Vocabulary/Grammar/Spelling**

*In the area of vocabulary, the student will:*

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context
- uses context clues to determine word meanings.
- determine meaning of possessives in context.

- determine meaning of irregular plural nouns.
- divide words into syllables to decode
- determine and explain meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives

**Research/Media**

*In the area of print resources, the student will:*

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special typeface)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience.

*In the area of print and non-print media structures, the student will:*

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

*In the area of non-print resources, the student will:*

- talk with resource person

*In the area of primary and secondary sources, the student*

- use grade level appropriate dictionary to locate word meanings.
- use the Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write reports based on information found and share orally (with support)

**Evidence of Learning**

**Formative Assessments**

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips
- Whiteboard answer card

**Summative Assessments**

- Writer's workshop/conferencing
- Pretest, test and daily work
- Final drafts- rubric
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Story Tests
- Orton Spelling Test
- Oral presentation
- Summative Assessments

- Performance task

**Benchmark Assessments****Orton-Gillingham Red Word Assessment**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications****English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - giving choices for reading group books that have vocabulary the student may understand
  - introducing and explaining key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling with visuals
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Allow extra time to complete unit writing topics
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Break down large assignments into smaller parts
- Small group for reading and writing assessments
- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for assignments completed at home (book reports, essays)
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Give home assignments in the native language so family members can assist, if necessary
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor

- Support verbal explanations with non verbal cues: gestures/ facial expressions props, pictures, etc.
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

***Intervention:***

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

***Enrichment:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list

- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

**Teacher Notes:**

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Use mini-lessons and small groups to teach
- Demonstrate and investigate the following strategies:[liketoread.com](http://liketoread.com)
  1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
  1. Children will deepen their comprehension by accessing their prior knowledge before reading  
  
a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

2. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

3. Students will learn to [summarize](#) a small selection in as few words as possible. Students will

break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

4. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

5. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

6. Children will learn to [infer \(and predict\)](#) information before, during, and after reading.

Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

7. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to determine main ideas and themes of texts.

8. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure

- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

**Teacher Resources/ Activities:**

## Reading:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

HMH-Journeys

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp> <http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/> <http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonline.com/blog/>

<http://www.rif.org> <http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Exemplars of Reading Text*

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.writingfix.com](http://www.writingfix.com) – Lessons and resources for 6+1 writing traits

- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- <http://exchange.smarttech.com> – Smartboard lessons
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.biography.com](http://www.biography.com) - biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- <http://www.liketowrite.com>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus -Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

***Spelling***

***Orton-Gillingham***

***Activities:***

- ***Three-Part Drill***
- ***Sand Trays***
- ***Blending Boards***
- ***Red Word Lessons***

***Writing***

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.teachers.net/lesson\\_plans/subjects/literature/](http://www.teachers.net/lesson_plans/subjects/literature/)

<http://www.poetryteachers.com/>

<http://www.zoodles.com/free-online-kids-games/first-1st-grade> <http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

### **Poetry**

[www.poetryteachers.com](http://www.poetryteachers.com) [www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)  
[www.songsforteaching.com/kidzup/vowels.htm](http://www.songsforteaching.com/kidzup/vowels.htm)

### **Suggested Amistad Resources:**

- [A Picture Book of Anne Frank](#) Adler, David A
- [The Drinking Gourd: A Story of the Underground Railroad](#) Monjo, F. N.
- [Coming On Home Soon](#) Woodson, Jaqueline
- [Follow the Drinking Gourd](#) Winter, Jeanette

### **Suggested Holocaust Resources:**

- [A Picture Book of Anne Frank](#) Adler, David A
- [Who was Anne Frank?](#) Ann Abramson

### **Other Resources:**

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)  
[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)  
<http://www.nj.gov/education/ece/k/math.pdf>  
<http://www.corestandards.org/the-standards/mathematics>

**Grade Level: 2**

**Content Area: ELA**

**Long Beach Island Consolidated School District  
English Language Arts  
Grade 2 Curriculum**

Content Area: English Language Arts

Course Title: English Language Arts – Unit 2

Grade Level: 2

Instructional Materials:

“Journeys” (Houghton Mifflin Harcourt)

Orton-Gillingham approach to Phonics

**Grade Level: 2**

**Content Area: ELA**

### Unit Overview

**Content Area: English Language Arts**

**Unit Title: 2**

**Target Course/Grade Level: 2**

**Unit Summary:**

**Unit 2** Comprehension skill development will continue as students read closely to extract information from fiction and nonfiction text and identify main ideas and key details. Citing specific text evidence will be a focus throughout the unit. Students will draw conclusions and infer in reading. These ideas will be shown through student writing in written responses, summaries, and research.

**Interdisciplinary Connections:**

**Social Studies**

6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

Students can use technology to produce and publish their writing in science. Students can record their observations in science journals, and can add drawings or other visual displays to their work.

**2-LS4-1-** Make observations of plants and animals to compare the diversity of life in different habitats.

**Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1:** Develop an understanding of ownership of print and nonprint information.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product

**8.2.2.E.1** List and demonstrate the steps to an everyday task

**21st Century Life and Career Skills**

**Grade Level: 2**

**Content Area: ELA**

**CAEP.9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**CAEP.9.2.4.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

**Learning Targets - Objectives**

**Standards:**

**These standards are year-long ongoing standards that should be taught to mastery by the end of the year.**

**Content Statements**

This unit will infuse the NJSLs for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These include the reading standards for literature (**RL.2.1-7,9-10**), informational text (**RI.2.1-4,6-10**), and foundational skills (**RF.2.3 & 4**). It also includes writing (**W.2.1-3,5-8**), language (**L.2.1-6**), speaking and listening (**SL.2.1-6**). This unit will also infuse the 21st Century Themes and standards (**9.1-3**). These themes will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world, as they relate to the individual, global society and the universe.

#	NJSLS for Further Development and Exposure for Mastery at the End of 2 <sup>nd</sup> Grade
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.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story.

**Grade Level: 2**

**Content Area: ELA**

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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 <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.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	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.2.7	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.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.

**Grade Level: 2**

**Content Area: ELA**

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.2.2	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.

**Grade Level: 2**

**Content Area: ELA**

SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p>
SL.2.2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
SL.2.3	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
SL.2.4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
SL.2.6	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>e. Use adjectives and adverbs, and choose between them.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>

**Grade Level: 2**

**Content Area: ELA**

L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names.  b. Use commas in greetings and closings of letters  c. Use an apostrophe to form contractions and frequently occurring possessives.  d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).  e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English
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.  a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).  b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
<b>Technology</b>	8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

## Unit Essential Questions

What skills and strategies can I use to decode and understand new words?

How does asking and answering questions help us become better readers and writers?

## Unit Enduring Understandings

Effective readers use appropriate strategies as needed to comprehend and construct meaning.

Reading closely to enables readers gather text evidence.

**Grade Level: 2**

**Content Area: ELA**

How do we identify the message, moral or main idea in a text?  
Why do we write?  
How do I know information is relevant, significant, and accurate?

The writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.

Research is the process of gaining information from a variety of resources.

How can we communicate ideas in a way that others will understand?  
How can I use technology to better understand my world

Reading, speaking, listening and writing is the way we communicate with each other and share ideas.

Technology is a vehicle for creativity, self-expression, and self-expression, self-production, and publication.

## **Unit Learning Targets- Objectives**

### **Reading:**

*In the area of literary text, the student will:*

- be exposed to different literary genres: folktales (Johnny Appleseed), fables and poetry
- distinguish between fiction and nonfiction
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- Target Skill: identify predicting, characters, author's purpose, setting, drawing conclusions
- retell dramatic stories (with puppets/props)
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)

*In the area of comprehension, the student will learn the following strategies:*

- Target Skill: identify predicting, characters, author's purpose, setting, drawing conclusions  
make connections to their lives or other stories.
- use prior knowledge

**Before Reading:**

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate "just right" reading materials
- preview text to establish an initial impression of what the book is about (predicting)
- compare and contrast predictions: Support by answering "Why?" (drawing conclusions)

**During Reading:**

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, heading, table of contents, index, charts, graphs, diagrams and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

**After Reading:**

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge

- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

**Writing:**

*In the area of sentence structure, the student will:*

- differentiate between complete sentences and sentence fragments

*In the area of punctuation and capitalization, the student will:*

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize the first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

*In the area of the writing process, the student will:*

- uses a variety of prewriting techniques (brainstorming)

*In the area of Literary Text*

*the student will:* identify stories/books as fiction or nonfiction

- participate in shared literature discussions before, during and/or after reading or listening to a story  
identify author's purpose/message
- produce a written response to a story

*In the area of Informational Text, the student will:*

- determine main idea using headings, (lead) topic sentences, and important details in grade level texts
- respond to informational text
- identify the author's purpose w/ support from text (to persuade, teach, and inform)

**Fluency**

*In the area of fluency, the student will:*

- read aloud leveled text w/ fluency and expression
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using expression
- recognize a set of high frequency words

**Phonemic Awareness/Phonics**

*In the areas of phonemic awareness and phonics the student will:*

*Orton-Gillingham Phonics:*

- Red Words: were, two, do, many, any
- ea
- oa
- ai
- ee
- ay
- oe
- 4 Kinds of Syllables Review

*HMH Journeys Phonics:*

- Definition of a syllable
- Closed Syllables
- Syllable Division
- Consonant Cluster str, scr, spr, spl
- Red Words: were, two, do, many, any
- Final Consonant Blends: -st, -sk, -nt, -nd, -mp
- Ending blends -ld, -lk, -lp, -lt
- Ending Blends -ft, -pt, -ct

*In the area of the writing process, the student will:*

- use a variety of prewriting techniques(brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use a capital letter at the beginning and a period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

*In the area of narrative writing, the student will:*

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentence (beginnings)
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

*In the area of practical application of writing, the student will:*

- contribute regularly to morning message, class letters, journals
- contribute (in a shared writing) to a class set of directions (class rules and procedures)
- write first and last name
- label objects
- make lists
- demonstrate the ability to fill out basic information (name, date)

### **Speaking/Listening**

*In the area of questioning strategies in listening, the student will:*

- attend and respond appropriately to classmates and adults. (active listening)
- ask clarifying questions (5 W's)

*In the area of developing active listening skills, the student will:*

- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- body language indicates listening
- focus on speaker and topic

*In the area of speaking, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes

*In the area developing communication skills, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purpose
- make eye contact with the audience

*In the area of formulating and answering questions, the student will:*

- use **KWL** chart to generate pertinent questions and organize thinking for research
- be exposed to transition words; first, then, next, finally

### **Vocabulary/Grammar/Spelling**

*In the area of vocabulary, the student will:*

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context
- uses context clues to determine word meanings.
- determine meaning of possessives in context.

- determine meaning of irregular plural nouns.
- divide words into syllables to decode
- determine and explain the meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives

**Research/Media**

*In the area of print resources, the student will:*

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special typeface)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience.
- 

*In the area of print and non-print media structures, the student will:*

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

*In the area of non-print resources, the student will:*

- talk with resource person

*In the area of primary and secondary sources, the student*

- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)

**Formative Assessments**

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips
- Whiteboard answer card

**Summative Assessments**

- Writer's workshop/conferencing
- Pretest, test and daily work
- Final drafts- rubric
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Story Tests
- Orton Spelling Test
- Oral presentation
- Summative Assessments
- Performance task

**Benchmark Assessments**

**Orton-Gillingham Red Word Assessment**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications**

**English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - giving choices for reading group books that have vocabulary the student may understand
  - introducing and explaining key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling with visuals
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)

- Pre-teach concepts
- Allow extra time to complete unit writing topics
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Break down large assignments into smaller parts
- Small group for reading and writing assessments
- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for assignments completed at home (book reports, essays)
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Give home assignments in the native language so family members can assist, if necessary
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: gestures/ facial expressions props, pictures, etc.
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education

- Communicate high expectations for the success of all students

***Intervention:***

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce the quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

***Enrichment:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

**Teacher Notes:**

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Use mini-lessons and small groups to teach
- Demonstrate and investigate the following strategies: [liketoread.com](http://liketoread.com)
  1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
    1. Children will deepen their comprehension by accessing their prior knowledge [before](#) reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
    2. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
    3. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

4. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

5. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

6. Children will learn to [infer \(and predict\)](#) information before, during, and after reading.

Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

7. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to determine main ideas and themes of texts.

8. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

### ***Writing:***

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

### **Teacher Resources/ Activities:**

#### Reading

[HMH-Journeys](#)

<http://www.canteach.ca/elementary/songspoems.html>  
<http://www.teachersclubhouse.com/grammarskills.htm>  
<http://www.proteacher.com/070037.shtml>  
<http://www.songsforteaching.com/kidzup/vowels.htm>  
[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)  
  
<http://www.learningtoday.com/corporate/reading-games.asp> <http://www.printablereadinggames.com/>  
  
<http://www.teachers.net/lessonplans/subjects/literature/>  
<http://www.poetryteachers.com/> <http://www.eduplace.com>  
  
[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)  
<http://www.brainpopjr.com>  
  
<http://www.starfall.com>  
[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)  
<http://www.abcya.com>  
  
<http://www.readinga-z.com>  
  
<http://thereadingladyonline.com/blog/>  
<http://www.rif.org> <http://www.ferr.org>  
  
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Exemplars of Reading Text*

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.writingfix.com](http://www.writingfix.com) – Lessons and resources for 6+1 writing traits
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- <http://exchange.smarttech.com> – Smartboard lessons
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.biography.com](http://www.biography.com) - biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- <http://www.liketowrite.com>

**Grade Level: 2**

**Content Area: ELA**

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus -Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Spelling*

[Orton-Gillingham](#)

**Activities:**

- *Three-Part Drill*
- *Sand Trays*
- *Blending Boards*
- *Red Word Lessons*

**Writing**

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.teachers.net/lesson\\_plans/subjects/literature/](http://www.teachers.net/lesson_plans/subjects/literature/)

<http://www.poetryteachers.com/>

<http://www.zoodles.com/free-online-kids-games/first-1st-grade> <http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

**Poetry**

[www.poetryteachers.com](http://www.poetryteachers.com) [www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)

[www.songsforteaching.com/kidzup/vowels.htm](http://www.songsforteaching.com/kidzup/vowels.htm)

**Suggested Amistad Resources:**

- A Picture Book of Anne Frank Adler, David A
- The Drinking Gourd: A Story of the Underground Railroad Monjo, F. N.
- Coming On Home Soon Woodson, Jaqueline
- Follow the Drinking Gourd Winter, Jeanette

#### Suggested Holocaust Resources:

- A Picture Book of Anne Frank Adler, David A
- Who was Anne Frank? Ann Abramson

#### Other Resources:

<https://www.state.nj.us/education/aps/cccs/science/>

<https://www.state.nj.us/education/aps/cccs/ss/>

- **NJDOE: Bureau of Bilingual ESL Education** - The State of New Jersey offers ELL resources under various drop down menus. <http://www.state.nj.us/education/bilingual/resources/>
- **ELL CAN DO Booklet** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet. [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- **Colorín Colorado** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families. <http://www.colorincolorado.org/index.php?langswitch=en>
- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources. [http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs. <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources. <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>

**Grade Level: 2**

**Content Area: ELA**

- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio. <http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee <http://www.kizschool.com/index>

**Long Beach Island Consolidated School District  
English Language Arts  
Curriculum**

Content Area: English Language Arts

Course Title: English Language Arts - Unit 3

Grade Level: 2

Instructional Materials:  
"Journeys" (Houghton Mifflin Harcourt)  
Orton-Gillingham approach to Phonics

**Unit Overview Template**

**Content Area: English Language Arts**

**Unit Title: 3**

**Target Course/Grade Level: 2**

**Unit 3 Summary:**

Comprehension skill development will continue. The focus of this unit will be to analyze the effects of author's choices to understand and discuss the ways the author wrote it. Writing and speaking using the conventions of English grammar will be emphasized as a response to reading.

**Interdisciplinary Connections:****Science**

Students can identify the main idea and details in informational text in order to answer questions. Students can ask and answer who, what, where, when, why, and how questions to demonstrate their understanding of key details in informational text. As students investigate concepts, they should record observations in science journals, using drawings or other visual displays. Students should participate in shared research and use their research to publish a writing piece collaboratively with peers. Diagrams, drawings, photographs, audio or video recordings, poems, dioramas, models, or other visual displays can accompany students' writing.

**2-LS4-1-** Make observations of plants and animals to compare the diversity of life in different habitats.

**2-ESS1-1-** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

**Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1:** Develop an understanding of ownership of print and nonprint information.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product

**8.2.2.E.1** List and demonstrate the steps to an everyday task

**21st Century Life and Career Skills**

**CAEP.9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**CAEP.9.2.4.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Grade Level: 2

Content Area: ELA

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP11. Use technology to enhance productivity.

RI.2.6	<b>Standards:</b> <i>These standards are year long, ongoing standards that should be taught to mastery by the end of the year.</i>	
RI.2.7	<b>Content Statements</b> This unit will infuse the NJSLs for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These include the reading standards for literature ( <b>RI.2.1-7,9-10</b> ), informational text ( <b>RI.2.1-4,6-10</b> ), and foundational skills ( <b>RF.2.3 &amp; 4</b> ). It also includes writing ( <b>W.2.1-3,5-8</b> ), language ( <b>L.2.1-6</b> ), speaking and listening ( <b>SL.2.1-6</b> ). This unit will also infuse the 21st Century Themes and standards ( <b>9.1-3</b> ). These themes will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world, as they relate to the individual, global society and the universe.	
RI.2.8	#	<b>NJSLs for Further Development and Exposure for Mastery at the End of 2<sup>nd</sup> Grade</b>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
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.	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

**Grade Level: 2**

**Content Area: ELA**

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.2.2	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.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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 additional information, or deepen understanding of a topic or issue.
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.

L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English</p>
L.2.4	<p>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.</p>

**Grade Level: 2**

**Content Area: ELA**

L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
<b>Technology</b>	8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

## Unit Essential Questions

Why and how do we read informational text?

Why do authors of informational text use text features?

How does asking questions help readers understand informational text?

What are my strategies for reading text and how do I know they are working?

What skills and strategies can I use to become a more effective reader?

Does my writing make sense? Is it complete (beginning, middle, and end)?

How do purpose and audience affect the rules I follow and choices I make as I write?

Can I use a variety of purposes to communicate my ideas in writing?

## Unit Enduring Understandings

Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.

Effective readers use appropriate strategies as needed to construct meaning.

Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.

Research is the process of gaining information from a variety of resources.

We use information to support our thinking

We will enhance our learning by using many resources and by using technology.

**Grade Level: 2**

**Content Area: ELA**

<p>Why is it important to solve problems? How do I know information is relevant, significant, and accurate?</p> <p>What different resources can I use to help me understand my topic better?</p>	
<p>How can we communicate ideas in a way that others will understand?</p> <p>Can I listen and respond to what I hear? How can I become a better listener and speaker?</p> <p>Why do we have media? What different types of media can I use for different purposes?</p>	<p>Language is the way we communicate with each other and share ideas.</p> <p>An understanding of Standard American English helps us understand what we read and what we hear.</p> <p>Good listening and speaking skills help us better understand each other.</p> <p>Listening and responding to what we hear develops our understanding and knowledge.</p> <p>Through listening and speaking we will become clear and effective communicators.</p> <p>Understanding a variety of media tools will help us better understand what we read, see, and hear.</p> <p>The purpose of different forms of media is to influence our thinking in different ways.</p> <p>We will use media to enhance our thinking and learning.</p>

## Unit Learning Targets- Objectives

*The student will:*

- **Target Skill: Analyze the effects of author's choices to understand and discuss the ways the author wrote it.**
- be exposed to different literary genres: folktales (Johnny Appleseed), fables and poetry
- distinguish between fiction and nonfiction
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- retell dramatic stories (with puppets/props)
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)

*In the area of comprehension, the student will learn the following strategies:*

- Target Skill: Understand and discuss the way(s) the author(s) said what was said.
- use prior knowledge

**Before Reading:**

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate "just right" reading materials
- preview text to establish an initial impression of what the book is about (predicting)
- compare and contrast predictions: Support by answering "Why?" (drawing conclusions)

**During Reading:**

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, heading, table of contents, index, charts, graphs, diagrams and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

**After Reading:**

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)

- identify key elements and condense important information into their own words

**Writing:**

*In the area of sentence structure, the student will:*

- differentiate between complete sentences and sentence fragments

*In the area of punctuation and capitalization, the student will:*

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

*In the area of the writing process, the student will:*

- uses a variety of prewriting techniques (brainstorming)

*In the area of Literary Text*

*the student will:* identify stories/books as fiction or nonfiction

- participate in shared literature discussions before, during and/or after reading or listening to a story  
identify author's purpose/message
- produce a written response to a story

*In the area of Informational Text, the student will:*

- determine main idea using headings, (lead) topic sentences, and important details in grade level texts
- respond to informational text
- identify the author's purpose w/ support from text (to persuade, teach, and inform)

**Fluency**

*In the area of fluency, the student will:*

- read aloud leveled text w/ fluency and expression
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using expression
- recognize a set of high frequency words

**Phonemic Awareness/Phonics**

*In the areas of phonemic awareness and phonics the student will:*

*Orton- Gillingham Phonics:*

- Red Words: were, two, do, many, any
- ar

- or
- er
- ir
- ur
- ow
- ou
- igh

*HMH Journeys Phonics:*

- Definition of a syllable
- Closed Syllables
- Syllable Division
- Consonant Cluster str, scr, spr, spl
- Final Consonant Blends: -st, -sk, -nt, -nd, -mp
- Ending blends -ld, -lk, -lp, -lt
- Ending Blends -ft, -pt, -ct

*In the area of the writing process, the student will:*

- use a variety of prewriting techniques(brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

*In the area of narrative writing, the student will:*

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally

- use a variety of sentence (beginnings)
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

*In the area of practical application of writing, the student will:*

- contribute regularly to morning message, class letters, journals
- contribute (in a shared writing) to a class set of directions (class rules and procedures)
- write first and last name
- label objects
- make lists
- demonstrate the ability to fill out basic information (name, date)

### **Speaking/Listening**

*In the area of questioning strategies in listening, the student will:*

- attend and respond appropriately to classmates and adults. (active listening)
- ask clarifying questions (5 W's)

*In the area of developing active listening skills, the student will:*

- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- body language indicates listening
- focus on speaker and topic

*In the area of speaking, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes

*In the area developing communication skills, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purpose
- make eye contact with the audience

*In the area of formulating and answering questions, the student will:*

- use **KWL** chart to generate pertinent questions and organize thinking for research
- be exposed to transition words; first, then, next, finally

### **Vocabulary/Grammar/Spelling**

*In the area of vocabulary, the student will:*

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context
- uses context clues to determine word meanings.
- determine meaning of possessives in context.
- determine meaning of irregular plural nouns.
- divide words into syllables to decode
- determine and explain meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives

### **Research/Media**

*In the area of print resources, the student will:*

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special typeface)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience.
- 

*In the area of print and non-print media structures, the student will:*

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

*In the area of non-print resources, the student will:*

- talk with resource person

*In the area of primary and secondary sources, the student*

- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)

**Evidence of Learning**

**Formative Assessments**

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips
- Whiteboard answer cards

**Summative Assessments**

- Writer’s workshop/conferencing
- Pretest, test and daily work
- Final drafts- rubric
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Story Tests
- Orton Spelling Test
- Oral presentation
- Summative Assessments
- Performance task

**Benchmark Assessments**

**Orton-Gillingham Red Word Assessment**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications**

**English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - giving choices for reading group books that have vocabulary the student may understand

- introducing and explaining key vocabulary before lesson
- *total physical response* (TPR) activities
- *cloze* activities
- teacher modeling with visuals
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Allow extra time to complete unit writing topics
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Break down large assignments into smaller parts
- Small group for reading and writing assessments
- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for assignments completed at home (book reports, essays)
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Give home assignments in the native language so family members can assist, if necessary
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: gestures/ facial expressions props, pictures, etc.
  - Provide positive praise to increase motivation
  - Provide real world connections and emphasize the value of education
  - Communicate high expectations for the success of all students

**Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

**Enrichment:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

**Teacher Notes:**

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Use mini-lessons and small groups to teach
- Demonstrate and investigate the following strategies: [liketoread.com](http://liketoread.com)
  1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to

pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

1. Children will deepen their comprehension by accessing their prior knowledge before reading

a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

2. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

3. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

4. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

5. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

6. Children will learn to [infer \(and predict\)](#) information before, during, and after reading.

Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

7. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to determine main ideas and themes of texts.

8. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:

- Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
    - Sentence formation: sentences are complete and varied in length and structure
    - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

**Teacher Resources/ Activities:****Reading**[HMH-Journeys](#)

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp> <http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/> <http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonline.com/blog/> <http://www.rif.org>

<http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Exemplars of Reading Text*

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.writingfix.com](http://www.writingfix.com) – Lessons and resources for 6+1 writing traits
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- <http://exchange.smarttech.com> – Smartboard lessons
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.biography.com](http://www.biography.com) - biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- <http://www.liketowrite.com>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus -Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

***Spelling***

***Orton-Gillingham***

***Activities:***

- ***Three-Part Drill***
- ***Sand Trays***
- ***Blending Boards***
- ***Red Word Lessons***

***Writing***

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.teachers.net/lesson plans/subjects/literature/](http://www.teachers.net/lesson%20plans/subjects/literature/)

<http://www.poetryteachers.com/>

<http://www.zoodles.com/free-online-kids-games/first-1st-grade> <http://www.storylineonline.net/>

## Poetry

[www.poetryteachers.com](http://www.poetryteachers.com) [www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)  
[www.songsforteaching.com/kidzup/vowels.htm](http://www.songsforteaching.com/kidzup/vowels.htm)

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

### Suggested Amistad Resources:

- [A Picture Book of Anne Frank](#) Adler, David A
- [The Drinking Gourd: A Story of the Underground Railroad](#) Monjo, F. N.
- [Coming On Home Soon](#) Woodson, Jaqueline
- [Follow the Drinking Gourd](#) Winter, Jeanette

### Suggested Holocaust Resources:

- [A Picture Book of Anne Frank](#) Adler, David A
- [Who was Anne Frank?](#) Ann Abramson

### Other Resources:

Teacher Resources for ESL/SIOP/ELLs:

- **NJDOE: Bureau of Bilingual ESL Education** - The State of New Jersey offers ELL resources under various drop down menus. <http://www.state.nj.us/education/bilingual/resources/>
- **ELL CAN DO Booklet** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet. [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- **Colorín Colorado** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families. <http://www.colorincolorado.org/index.php?langswitch=en>
- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources. [http://www.everythingsl.net/inservices/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/inservices/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs. <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources. <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio. <http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee <http://www.kizschool.com/index.html>

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Content Area: English Language Arts	
Course Title: English Language Arts - Unit 4	Grade Level: 2
Instructional Materials: "Journeys" (Houghton Mifflin Harcourt) Orton-Gillingham approach to Phonics	

### Unit Overview

**Content Area: English Language Arts**

**Unit Title: 4**

**Target Course/Grade Level: 2**

**Unit Summary:**

**Unit 4** Reading will encompass a broad range of text types. This unit continues to build foundations for college and career readiness. Technology, including internet will be used for research. Writing is used to support claims, opinions and arguments, as well as to convey experiences. Writing skills are strengthened with mastery of process writing and conventions.

**Interdisciplinary Connections:**

**Science**

Students participate in shared research to gather information from texts and other media and digital resources. Students answer questions and describe key ideas and details and compose a writing piece, either independently or collaboratively with peers, using digital tools to produce and publish their writing.

**Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1:** Develop an understanding of ownership of print and nonprint information.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product

**8.2.2.E.1** List and demonstrate the steps to an everyday task

**21st Century Life and Career Skills**

**CAEP.9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person

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achieve personal and professional goals.

**CAEP.9.2.4.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

**Learning Targets - Objectives**

**Standards:**

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year.*

**Content Statements**

This unit will infuse the NJSLS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These include the reading standards for literature (**RL.2.1-7,9-10**), informational text (**RI.2.1-4,6-10**), and foundational skills (**RF.2.3 & 4**). It also includes writing (**W.2.1-3,5-8**), language (**L.2.1-6**), speaking and listening (**SL.2.1-6**). This unit will also infuse the 21st Century Themes and standards (**9.1-3**). These themes will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world, as they relate to the individual, global society and the universe.

#	NJSLS for Further Development and Exposure for Mastery at the End of 2 <sup>nd</sup> Grade
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.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story.

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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 <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.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	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.2.7	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.2.2	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 by 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.

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SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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 additional information, or deepen understanding of a topic or issue.
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.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings. d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).

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L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters</li><li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li><li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li><li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ul>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English</p>
L.2.4	<p>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.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li><li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li></ul>
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

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**Unit Essential Questions**

What are my strategies for reading grade level text and how do I know they are working?

How can I learn about people in history and new Ideas by reading and writing?

How can I use a variety of purposes to communicate my ideas in writing and speaking?

What different resources can I use to help me understand my topic better?

**Unit Enduring Understandings**

Reading is an active process. Reading closely to gather text evidence. This is the key to knowledge and to understanding.

The writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes

We use information to support our thinking

We will enhance our learning by using many resources and by using technology.

How does and I listen and responding to what I hear help me learn?

How can I become a better listener and speaker?  
What different types of technology can I use for different purposes?

Language is the way we communicate with each other and share ideas.

Through listening and speaking we will become clear and effective communicators.

Understanding a variety of media and technology will help us better understand what we read, see, and hear.

## Unit Learning Targets- Objectives

### Reading:

*In the area of literary text, the student will:*

- be exposed to different literary genres: folktales (Johnny Appleseed), fables and poetry
- distinguish between fiction and nonfiction
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- Target Skill: identify predicting, characters, author's purpose, setting, drawing conclusions
- retell dramatic stories (with puppets/props)
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)

*In the area of comprehension, the student will learn the following strategies:*

- Target Skill: identify predicting, characters, author's purpose, setting, drawing conclusions      make connections to their lives or other stories.
- use prior knowledge

### **Before Reading:**

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate "just right" reading materials
- preview text to establish an initial impression of what the book is about (predicting)
- compare and contrast predictions: Support by answering "Why?" (drawing conclusions)

**During Reading:**

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, heading, table of contents, index, charts, graphs, diagrams and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

**After Reading:**

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

-

**Writing:**

*In the area of sentence structure, the student will:*

- differentiate between complete sentences and sentence fragments

*In the area of punctuation and capitalization, the student will:*

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

*In the area of the writing process, the student will:*

- uses a variety of prewriting techniques (brainstorming)

*In the area of Literary Text*

*the student will:* identify stories/books as fiction or nonfiction

- participate in shared literature discussions before, during and/or after reading or listening to a story  
identify author's purpose/message
- produce a written response to a story

*In the area of Informational Text, the student will:*

- determine main idea using headings, (lead) topic sentences, and important details in grade level texts
- respond to informational text
- identify the author's purpose w/ support from text (to persuade, teach, and inform)

**Fluency**

*In the area of fluency, the student will:*

- read aloud leveled text w/ fluency and expression
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using expression
- recognize a set of high frequency words

**Phonemic Awareness/Phonics**

*In the areas of phonemic awareness and phonics the student will:*

*Orton- Gillingham Phonics:*

- Red Words: were, two, do, many, any
- Consonant -le endings
- oo
- y as a vowel
- soft c and g

**Grade Level: 2**

**Content Area: ELA**

*HMH Journeys Phonics:*

- Definition of a syllable
- Closed Syllables
- Syllable Division
- Consonant Cluster str, scr, spr, spl
- Final Consonant Blends: -st, -sk, -nt, -nd, -mp
- Ending blends -ld, -lk, -lp, -lt
- Ending Blends -ft, -pt, -ct

*In the area of the writing process, the student will:*

- use a variety of prewriting techniques(brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

*In the area of narrative writing, the student will:*

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentence (beginnings)
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

*In the area of practical application of writing, the student will:*

- contribute regularly to morning message, class letters, journals
- contribute (in a shared writing) to a class set of directions (class rules and procedures)
- write first and last name
- label objects
- make lists
- demonstrate the ability to fill out basic information (name, date)

### **Speaking/Listening**

*In the area of questioning strategies in listening, the student will:*

- attend and respond appropriately to classmates and adults. (active listening)

- ask clarifying questions (5 W's)

*In the area of developing active listening skills, the student will:*

- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- body language indicates listening
- focus on speaker and topic

*In the area of speaking, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes

*In the area developing communication skills, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purpose
- make eye contact with the audience

*In the area of formulating and answering questions, the student will:*

- use **KWL** chart to generate pertinent questions and organize thinking for research
- be exposed to transition words; first, then, next, finally

### **Vocabulary/Grammar/Spelling**

*In the area of vocabulary, the student will:*

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context
- uses context clues to determine word meanings.
- determine meaning of possessives in context.
- determine meaning of irregular plural nouns.
- divide words into syllables to decode

- determine and explain meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives

**Research/Media**

*In the area of print resources, the student will:*

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special typeface)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience.
- 

*In the area of print and non-print media structures, the student will:*

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

*In the area of non-print resources, the student will:*

- talk with resource person

*In the area of primary and secondary sources, the student*

- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)

**Evidence of Learning**

**Formative Assessments**

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips
- Whiteboard answer cards

**Summative Assessments**

- Writer's workshop/conferencing
- Pretest, test and daily work
- Final drafts- rubric
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Story Tests
- Orton Spelling Test
- Oral presentation
- Summative Assessments
- Performance task

**Benchmark Assessments****Orton-Gillingham Red Word Assessment**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications****English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - giving choices for reading group books that have vocabulary the student may understand
  - introducing and explaining key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling with visuals
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)

- Pre-teach concepts
- Allow extra time to complete unit writing topics
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Break down large assignments into smaller parts
- Small group for reading and writing assessments
- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for assignments completed at home (book reports, essays)
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Give home assignments in the native language so family members can assist, if necessary
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: gestures/ facial expressions props, pictures, etc.
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education

- Communicate high expectations for the success of all students

***Intervention:***

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

***Enrichment:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

**Teacher Notes:**

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Use mini-lessons and small groups to teach
- Demonstrate and investigate the following strategies:[liketoread.com](http://liketoread.com)
  1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
    1. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
    2. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
    3. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

4. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

5. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

6. Children will learn to [infer \(and predict\)](#) information before, during, and after reading.

Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

7. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to determine main ideas and themes of texts.

8. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

### ***Writing:***

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

### **Teacher Resources/ Activities:**

Reading

[HMH-Journeys](#)

<http://www.canteach.ca/elementary/songspoems.html>  
<http://www.teachersclubhouse.com/grammarskills.htm>  
<http://www.proteacher.com/070037.shtml>  
<http://www.songsforteaching.com/kidzup/vowels.htm>  
[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)  
  
<http://www.learningtoday.com/corporate/reading-games.asp> <http://www.printablereadinggames.com/>  
  
<http://www.teachers.net/lessonplans/subjects/literature/>  
<http://www.poetryteachers.com/> <http://www.eduplace.com>  
  
[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)  
<http://www.brainpopjr.com>  
  
<http://www.starfall.com>  
[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)  
<http://www.abcya.com>  
  
<http://www.readinga-z.com>  
  
<http://thereadingladyonline.com/blog/>  
<http://www.rif.org>  
<http://www.ferr.org>  
  
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Exemplars of Reading Text*

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.writingfix.com](http://www.writingfix.com) – Lessons and resources for 6+1 writing traits
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- <http://exchange.smarttech.com> – Smartboard lessons
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.biography.com](http://www.biography.com)– biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- <http://www.liketowrite.com>

**Grade Level: 2**

**Content Area: ELA**

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

*Spelling*

*Orton-Gillingham*

*Activities:*

- *Three-Part Drill*
- *Sand Trays*
- *Blending Boards*
- *Red Word Lessons*

*Writing* <http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.teachers.net/lesson\\_plans/subjects/literature/](http://www.teachers.net/lesson_plans/subjects/literature/)

<http://www.poetryteachers.com/>

<http://www.zoodles.com/free-online-kids-games/first-1st-grade> <http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

**Poetry**

[www.poetryteachers.com](http://www.poetryteachers.com) [www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)  
[www.songsforteaching.com/kidzup/vowels.htm](http://www.songsforteaching.com/kidzup/vowels.htm)

**Suggested Amistad Resources:**

- [A Picture Book of Anne Frank](#) Adler, David A
- [The Drinking Gourd: A Story of the Underground Railroad](#) Monjo, F. N.
- [Coming On Home Soon](#) Woodson, Jaqueline
- [Follow the Drinking Gourd](#) Winter, Jeanette

**Suggested Holocaust Resources:**

- [A Picture Book of Anne Frank](#) Adler, David A
- [Who was Anne Frank?](#) Ann Abramson

**Other Resources:**

[https://www13.state.nj.us/NJCCCS/ContentAreaTableView\\_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)  
[https://www.13.state.nj.us/NJCCCS/ContentAreaTableView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)  
<http://www.nj.gov/education/ece/k/math.pdf>  
<http://www.corestandards.org/the-standards/mathematics>

**Teacher Resources for ESL/SIOP/ELLs:**

- **NJDOE: Bureau of Bilingual ESL Education** - The State of New Jersey offers ELL resources under various drop down menus. <http://www.state.nj.us/education/bilingual/resources/>
- **ELL CAN DO Booklet** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet. [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- **Colorín Colorado** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families. <http://www.colorincolorado.org/index.php?langswitch=en>
- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources. [http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)

Grade Level: 2

Content Area: ELA

- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs. <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources. <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio. <http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee <http://www.kizschool.com/index.html>

Long Beach Island Consolidated School District  
English Language Arts  
Curriculum

Content Area: English Language Arts

Course Title: English Language Arts – Unit 5

Grade Level: 2

Instructional Materials: "Journeys" (Houghton Mifflin Harcourt)  
Orton-Gillingham approach to Phonics

**Grade Level: 2**

**Content Area: ELA**

### Unit Overview Template

**Content Area: English Language Arts**

**Unit Title: 5**

**Target Course/Grade Level: 2**

**Unit 5 Summary:** This unit focuses on the integration of knowledge and ideas, and how the ideas in books connect to each other and to the larger world. Technology, including internet will be used as an additional tool to make these connections. Writing skills are strengthened through planning, revising and editing for the task and purpose. Editing conventions will be emphasized to reflect appropriate grade level Language standards.

#### **Interdisciplinary Connections:**

##### **Social Studies**

6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

##### **Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1:** Develop an understanding of ownership of print and nonprint information.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product

**8.2.2.E.1** List and demonstrate the steps to an everyday task

##### **21st Century Life and Career Skills**

**CAEP.9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**CAEP.9.2.4.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for

future academic and career success.

### Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity

### Learning Targets - Objectives

#### Standards:

***These standards are year long, ongoing standards that should be taught to mastery by the end of the year.***

#### Content Statements

This unit will infuse the NJSLS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These include the reading standards for literature (**RL.2.1-7,9-10**), informational text (**RI.2.1-4,6-10**), and foundational skills (**RF.2.3 & 4**). It also includes writing (**W.2.1-3,5-8**), language (**L.2.1-6**), speaking and listening (**SL.2.1-6**). This unit will also infuse the 21st Century Themes and standards (**9.1-3**). These themes will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world, as they relate to the individual, global society and the universe.

#	NJSLS for Further Development and Exposure for Mastery at the End of 2 <sup>nd</sup> Grade
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, lesson, or moral.
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.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.

**Grade Level: 2**

**Content Area: ELA**

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 <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.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	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.2.7	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.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.

**Grade Level: 2**

**Content Area: ELA**

RF.2.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.2.2	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.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their explicit comments to the remarks of others
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Grade Level: 2**

**Content Area: ELA**

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.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.
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use collective nouns (e.g., <i>group</i>).</li><li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li><li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li><li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li><li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li></ul>
L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters</li><li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li><li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li><li>e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li></ul>

**Grade Level: 2**

**Content Area: ELA**

L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English
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. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
<b>Technology</b>	8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

## Unit Essential Questions

### Reading:

- What does the author want us to know?
- How is this book similar to another book you read?
- How are two books on the same subject different?
- Does my writing make sense? Is it complete (beginning, middle, and end)?
- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?
- What online resources can I use to help me find information?
- How do I know if information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

## Unit Enduring Understandings

### Reading:

Reading is an active process. Ideas are the key to knowledge and to understanding connections to ourselves and our world.

Effective readers use appropriate strategies as needed to construct meaning.

Two or more books of the same story from different cultures and authors can have similarities.

### Writing:

Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.

Research is the process of gaining information from a variety of resources.

We use information to support our thinking

We will enhance our learning by using many resources and by using technology.

**Grade Level: 2**

**Content Area: ELA**

How can we communicate ideas in a way that others will understand?

Can I listen and respond to what I hear?

How can I become a better listener and speaker?

Why do we have media?

What different types of media can I use for different purposes?

Language is the way we communicate with each other and share ideas.

An understanding of Standard American English helps us understand what we read and what we hear.

Good listening and speaking skills help us better understand each other.

Listening and responding to what we hear develops our understanding and knowledge.

Through listening and speaking we will become clear and effective communicators.

Understanding a variety of media tools will help us better understand what we read, see, and hear.

The purpose of different forms of media is to influence our thinking in different ways.

We will use media to enhance our thinking and learning.

## Unit Learning Targets- Objectives

### Reading:

*In the area of literary text, the student will:*

- be exposed to different literary genres: folktales (Johnny Appleseed), fables and poetry
- distinguish between fiction and nonfiction
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- Target Skill: integrate knowledge and ideas, and how the ideas in books connect to each other and to the larger world.
- retell dramatic stories (with puppets/props)
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)

*In the area of comprehension, the student will learn the following strategies:*

- Target Skill: integrate knowledge and ideas, and how the ideas in books connect to each other and to the larger world.
- use prior knowledge

### **Before Reading:**

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate "just right" reading materials
- preview text to establish an initial impression of what the book is about (predicting)
- compare and contrast predictions: Support by answering "Why?" (drawing conclusions)

**During Reading:**

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one strategy including: rereading, read on, context clues, and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks
- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features: (captions, labels, heading, table of contents, index, charts, graphs, diagrams and special typeface)
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

**After Reading:**

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

**Writing:**

*In the area of sentence structure, the student will:*

- differentiate between complete sentences and sentence fragments

*In the area of punctuation and capitalization, the student will:*

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

*In the area of the writing process, the student will:*

- uses a variety of prewriting techniques (brainstorming)

*In the area of Literary Text*

*the student will:* identify stories/books as fiction or nonfiction

- participate in shared literature discussions before, during and/or after reading or listening to a story  
identify author's purpose/message
- produce a written response to a story

*In the area of Informational Text, the student will:*

- determine main idea using headings, (lead) topic sentences, and important details in grade level texts
- respond to informational text
- identify the author's purpose w/ support from text (to persuade, teach, and inform)

**Fluency**

*In the area of fluency, the student will:*

- read aloud leveled text w/ fluency and expression
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using expression
- recognize a set of high frequency words

**Phonemic Awareness/Phonics**

*In the areas of phonemic awareness and phonics the student will:*

*Orton-Gillingham Phonics:*

- Red Words: were, two, do, many, any
- -ge/ -dge
- aw
- au
- \*a (ball)

- oi/oy
- -tch
- Dividing between 2 vowel sounds
- -ing as an ending

*HMH Journeys Phonics:*

- Definition of a syllable
- Closed Syllables
- Syllable Division
- Consonant Cluster str, scr, spr, spl
- Final Consonant Blends: -st, -sk, -nt, -nd, -ump
- Ending blends -ld, -lk, -lp, -lt
- Ending Blends -ft, -pt, -ct

*In the area of the writing process, the student will:*

- use a variety of prewriting techniques(brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

*In the area of narrative writing, the student will:*

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentence (beginnings)

- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

*In the area of practical application of writing, the student will:*

- contribute regularly to morning message, class letters, journals
- contribute (in a shared writing) to a class set of directions (class rules and procedures)
- write first and last name
- label objects
- make lists
- demonstrate the ability to fill out basic information (name, date)

### **Speaking/Listening**

*In the area of questioning strategies in listening, the student will:*

- attend and respond appropriately to classmates and adults. (active listening)
- ask clarifying questions (5 W's)

*In the area of developing active listening skills, the student will:*

- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- body language indicates listening
- focus on speaker and topic

*In the area of speaking, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes

*In the area developing communication skills, the student will:*

- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purpose
- make eye contact with the audience

*In the area of formulating and answering questions, the student will:*

- use **KWL** chart to generate pertinent questions and organize thinking for research
- be exposed to transition words; first, then, next, finally

### **Vocabulary/Grammar/Spelling**

*In the area of vocabulary, the student will:*

- demonstrate strong oral vocabulary
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text.
- determine meaning of homographs in context
- uses context clues to determine word meanings.
- determine meaning of possessives in context.
- determine meaning of irregular plural nouns.
- divide words into syllables to decode
- determine and explain meaning of contractions
- introduce parts of speech: nouns, proper nouns, verbs, and adjectives

### **Research/Media**

*In the area of print resources, the student will:*

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special typeface)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes.
- make eye contact with the audience.
- 

*In the area of print and non-print media structures, the student will:*

- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.

*In the area of non-print resources, the student will:*

- talk with resource person

*In the area of primary and secondary sources, the student*

- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)

### Evidence of Learning

#### **Formative Assessments**

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips
- Whiteboard answer cards

**Summative Assessments**

- Writer’s workshop/conferencing
- Pretest, test and daily work
- Final drafts- rubric
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Story Tests
- Orton Spelling Test
- Oral presentation
- Summative Assessments
- Performance task

**Benchmark Assessments**

**Orton-Gillingham Red Word Assessment**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications**

**English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**

- personal word walls / word rings
- giving choices for reading group books that have vocabulary the student may understand
- introducing and explaining key vocabulary before lesson
- *total physical response* (TPR) activities
- *cloze* activities
- teacher modeling with visuals
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Allow extra time to complete unit writing topics
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Break down large assignments into smaller parts
- Small group for reading and writing assessments
- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for assignments completed at home (book reports, essays)
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences

- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Give home assignments in the native language so family members can assist, if necessary
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: gestures/ facial expressions props, pictures, etc.
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

**Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scriber for students who can't write
- Follow all IEP modifications/504 plan

**Enrichment:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

**Teacher Notes:**

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- Use mini-lessons and small groups to teach
- Demonstrate and investigate the following strategies: [liketoread.com](http://liketoread.com)

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how

to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

1. Children will deepen their comprehension by accessing their prior knowledge before reading

a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

2. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

3. Students will learn to [summarize](#) a small selection in as few words as possible. Students will

break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

4. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

5. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

6. Children will learn to [infer \(and predict\)](#) information before, during, and after reading.

Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

7. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to determine main ideas and themes of texts.

8. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

***Writing:***

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
  
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

**Teacher Resources/ Activities:****Reading**[HMH-Journeys](#)

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp> <http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/> <http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonline.com/blog/> <http://www.rif.org>

<http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Exemplars of Reading Text*

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.writingfix.com](http://www.writingfix.com) – Lessons and resources for 6+1 writing traits
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- <http://exchange.smarttech.com> – Smartboard lessons
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.biography.com](http://www.biography.com) - biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- <http://www.liketowrite.com>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

**Grade Level: 2**

**Content Area: ELA**

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### ***Spelling***

***Orton-Gillingham***

#### ***Activities:***

- ***Three-Part Drill***
- ***Sand Trays***
- ***Blending Boards***
- ***Red Word Lessons***

**Writing**

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.teachers.net/lesson\\_plans/subjects/literature/](http://www.teachers.net/lesson_plans/subjects/literature/)

<http://www.poetryteachers.com/>

<http://www.zoodles.com/free-online-kids-games/first-1st-grade> <http://www.storylineonline.net/>

**Poetry**

[www.poetryteachers.com](http://www.poetryteachers.com) [www.canteach.ca/elementary/songspoems.html](http://www.canteach.ca/elementary/songspoems.html)

[www.songsforteaching.com/kidzup/vowels.htm](http://www.songsforteaching.com/kidzup/vowels.htm)

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

**Suggested Amistad Resources:**

- A Picture Book of Anne Frank Adler, David A
- The Drinking Gourd: A Story of the Underground Railroad Monjo, F. N.
- Coming On Home Soon Woodson, Jaqueline
- Follow the Drinking Gourd Winter, Jeanette

**Suggested Holocaust Resources:**

- [A Picture Book of Anne Frank](#) Adler, David A
- [Who was Anne Frank?](#) Ann Abramson

**Other Resources:**

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.nj.gov/education/ece/k/math.pdf>

<http://www.corestandards.org/the-standards/mathematics>

**Teacher Resources for ESL/SIOP/ELLs:**

- ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELL resources under various drop down menus. <http://www.state.nj.us/education/bilingual/resources/>
- ***ELL CAN DO Booklet*** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet. [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families. <http://www.colorincolorado.org/index.php?langswitch=en>
- ***SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net*** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources. [http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- ***TESOL (Teaching English to Speakers of Other Languages)*** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- ***NJDOE: ELA/ESL Curriculum Exemplar*** - Sample curriculum and lessons with differentiation for ELLs. <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- ***Brown University: Teaching Diverse Learners*** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources. <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Grade Level: 2

Content Area: ELA

- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio. <http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee <http://www.kizschool.com/index.html>