

MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
2nd GRADE ENGLISH LANGUAGE ARTS CURRICULUM



2016 ELA Standards with companion June 2020 NJSLS
Board Approval: August 2022

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New Jersey English Language Arts Standards:
2016 New Jersey Student Learning Standards - ELA

2016 New Jersey Student Learning Standards for English Language Arts

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJSLS-ELA feature the following elements:

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing (NJSLA.W): Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening (NJSLA.SL): Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language (NJSLA.L): Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

New Jersey Computer Science and Design Thinking Standards

2020 New Jersey Computer Science and Design Thinking

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

Pacing Guide

Topic	Unit #	Unit Length
Friends and Family	1	5 Weeks
Animal Discoveries	2	5 Weeks
Live and Learn	3	5 Weeks
Our Life/Our World	4	5 Weeks
Let's Make a Difference	5	5 Weeks
How in the World?	6	5 Weeks

Unit # 1	
Unit Title	Friends and Family
Reading Genre(s)	Week 1&2: Realistic Fiction Weeks 3&4: Fantasy

	Weeks 5: Expository
Writing Tasks	<p>Respond to Reading: Weeks 1-4</p> <p>Writing Process:</p> <p>Realistic Fiction:</p> <ul style="list-style-type: none"> • Weeks 1 & 2: Expert Model: Realistic Fiction Story, Plan : Sequence Graphic Organizers/Notes, Draft: Descriptive Details • Week 3 & 4: Revise, Peer Conferences, Edit and Proofread • Week 5: Publish, Present, and Evaluate <p>Mechanic/Grammar:</p> <ul style="list-style-type: none"> • Weeks 1: Statements and Questions, Sentence Capitalization/Punctuation • Weeks 2: Commands and Exclamations, Sentence Capitalization/Punctuation • Weeks 3: Subjects, Quotation Marks with Dialogue • Week 4: Predicates, Quotation Marks with Dialogue • Week 5: Expanding and Combining Sentences; Commas in a series
Recommended Pacing	5 Weeks
Unit Summary	<p>Students will be introduced to a new community through entering Second grade in a new classroom with new classmates. This unit will be on the theme of Friends and Family who make up a community. Students will look at who/what communities are made up of and how members of communities work together.</p> <p>Students will practice routines for reader's and writer's workshop. In reader's workshop students will practice the visualizing, rereading, and asking and answering questions strategies. They will learn about character, setting, plot, key details, and author's purpose. Learning these skills will help students with comprehension. They will use and apply these skills in different text genres and will produce responses to literature.</p>

	<p>Phonics will be reinforced by using the district-approved Souday Essentials Program.</p> <p>In writer's workshop students will use the writing process, and mentor texts to write realistic fiction pieces. The skills learned during reader's workshop will help students to create their own writing pieces. Students will also incorporate the grammar skills of punctuation and varying sentence types within their writing pieces. The skills covered in this unit will all be laid out through the reading and analyzing of various texts that fit within the unit theme of Friends and Family.</p> <p>By the end of the unit students will be able to answer: How do families and friends learn, grow, and help one another? They will see that their learning community is vital to growing as a reader and writer.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Amistad	Addressed in Unit 5
Holocaust	Addressed in Unit 5
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Maria Celebrates Brazil</i> and <i>Dinner at Alejandro's</i> .

Enduring Understandings	Essential Questions
<p>Reading: Students will understand that:</p> <ul style="list-style-type: none"> ● Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc.). ● Developing vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text. <p>Writing: Students will understand that:</p> <ul style="list-style-type: none"> ● Sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader. ● Different types of structures are appropriate for different purposes, audiences, and different forms of writing. Paragraphs and whole texts must be unified and coherent. 	<p>Week 1 & 2 Essential Question: How are families around the world the same and different?</p> <p>Week 3 & 4 Essential Question: How do friends depend on each other?</p> <p>Week 5 Essential Question: What happens when families work together?</p>

District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> • Leveled Readers - <u>Wonders</u> • <u>Wonders</u> - Reading/Writing Companion • Intervention Letter Cards <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><u>Sonday Essentials 2</u>:</p> <ul style="list-style-type: none"> • Daily Lessons • Sound Cards • Sight Word Cards 	<p>Supplementary Resources:</p> <ul style="list-style-type: none"> • <u>I Can Statements</u> • <u>Read Write Think</u> • <u>ReadWorks</u> • <u>Scholastic</u> • <u>Teaching Skills with Children’s Literature as Mentor Text</u> • <u>Core Standards: Appendix B</u>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> • iReady • Wonders BiWeekly Progress Monitoring Assessments • Sonday Essentials Mastery Checks • Anecdotal Records 	<ul style="list-style-type: none"> • iReady Diagnostic Benchmarks • Unit Pre/Post Assessment Scholastics in Linkit • Writing Assessment- On Demand • Lexile identified through iReady Data/Wonders Oral Reading Fluency
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Homework and Practice • Modeling 	<ul style="list-style-type: none"> • Managing response rates • Checks for Understanding • Diagrams, Charts and Graphs • Coaching • Reading Partners

<ul style="list-style-type: none"> ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key detail</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>	<p>RL.2.1. RI.2.1.</p> <p>A. Ask and answer Who?</p> <ol style="list-style-type: none"> 1. Create questions about an important idea asking “who” within a text. 2. Respond to questions asking “who” to demonstrate understanding of key details. 3. Utilize textual evidence to support thinking when asking and answering questions about “who” within the text. <p>B. Ask and answer What?</p> <ol style="list-style-type: none"> 4. Create questions about an important idea asking “what” within a text. 5. Respond to questions asking “what” to demonstrate understanding of key details.

<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed</p> <p>RF.2.4.Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading</p> <p>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.</p> <p>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.</p>	<p>6. Utilize textual evidence to support thinking when asking and answering questions about “what” within the text.</p> <p>RL.2.3. A. STORY</p> <ol style="list-style-type: none"> 1. Tell who the characters are in the story. 2. Describe the major events in the story. 3. Describe the major challenges in the story. 4. Tell how the characters react to the important events using key details from the story. 5. Tell how the characters react to the important challenges in the story. <p>RL.2.5.</p> <p>A. Beginning of A Story</p> <ol style="list-style-type: none"> 1. Examine the story’s structure, identifying the introduction as the beginning. 2. Describe the beginning of the story. <p>B. End of A Story</p> <ol style="list-style-type: none"> 3. Examine the story’s structure, identifying the conclusion where action ends. 4. Describe the end of the story. <p>RI.2.5. Using Text Features</p>
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SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

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

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

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

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

L.2.2.A. Capitalize holidays, product names, and geographic names.

L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

A. Captions

1. Identify captions to analyze text information.
2. Identify how captions help clarify important information about what is being read.
3. Explain how captions clarify to understand the text.

B. Bold Print

4. Identify bold print to analyze text information.
5. Identify how bold print help clarify important information about what is being read.
6. Explain how bold print clarify to understand the text.

RI.2.6.

Main Purpose of A Text

1. Identify the text's main purpose according to what the author wants the reader to answer.
2. Identify the text's main purpose according to what the author wants to explain.
3. Identify the text's main purpose according to what the author wants to describe.

RL.2.7.

A. Understanding Characters

1. Utilize information from illustrations, pictures and words from print or digital text to tell more about the characters.
2. Explain how the illustration, pictures, and words provide clearer understanding of a character.

<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>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).</p>	<p>RL.2.10</p> <p>A. Read and Comprehend Stories</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in stories. 2. Read various types of stories proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of stories independently within the grades 2-3 complexity band. 4. Read various types of stories closely within the grades 2-3 complexity band, with scaffolding as needed. <p>B. Read and Comprehend Poetry</p> <ol style="list-style-type: none"> 5. Demonstrate good reading habits in poetry. <p>RF.2.3.</p> <ol style="list-style-type: none"> 1. Utilize strategies for decoding two-syllable words in texts. 2. Utilize strategies for decoding irregularly-spelled words in texts. <p>RF.2.4.</p> <p>A. Purpose and Understanding</p> <ol style="list-style-type: none"> 1. Understand grade-level text when reading. <p>B. Reading Aloud</p> <ol style="list-style-type: none"> 2. Read grade-level text aloud, making minimal errors. 3. Use an appropriate rate when reading aloud.
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	<p>4. Use appropriate expression and inflection when reading text aloud.</p> <p>C. Self-Correcting</p> <p>5. Use appropriate self-correction strategies to read words and for understanding.</p> <p>6. Reread text to better understand what was read, when necessary.</p> <p>9.1.4.A.1</p> <p>1. Explain what a job is.</p> <p>2. Explain what a career is.</p> <p>3. Describe how a job and a career are different.</p> <p>4. Identify various jobs in the community that can earn you money.</p> <p>Lesson:</p> <p>*Discuss during Wonders Unit 1 Week 5 through <u>Families Work</u> and <u>Families Working Together</u> reading.</p> <ul style="list-style-type: none"> • Talk about which tasks/jobs make the families money and which don't. • Identify the families' source of income. <p>Use one of the following lesson plans as a guide to connect students to the story and standard:</p> <p>Option1: "Community Workers"</p> <p><u>https://www.okcareertech.org/educators/career-and-academic-connections/career-development-resources/elementary-career-development-lessons</u></p>
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	<p>Option 2: “Let’s Learn About Jobs” https://www.scholastic.com/teachers/lesson-plans/teaching-content/lets-learn-about-jobs/</p> <p>W.2.3.</p> <ol style="list-style-type: none"> 1. Include an introduction statement. 2. Describe order of events using transition words (e.g. first, next, then, last). 3. Choose descriptive words that match thinking, feelings, and actions. 4. Incorporate simple and compound sentence structures. 5. Use linking words (e.g., because, and, also). 6. End with a closing statement. <p>W.2.5.</p> <ol style="list-style-type: none"> 1. Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar. 2. Utilize conferences, checklist sheets, and peer editing. 3. Reflect on writing. <p>W.2.6.</p> <ol style="list-style-type: none"> 1. Publish writing both independently and with peers using digital tools. 2. Use keyboarding techniques. <p>SL.2.1.</p> <p>A. Discussion Norms</p>
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	<ol style="list-style-type: none"> 1. Participate in a variety of grade-appropriate, collaborative, rich, structured conversations. 2. Assume various roles in conversations (e.g., participant, leader, and observer). 3. Use norms of conversations (e.g., eye contact, taking turns, etc). <p>B. Linking Conversations</p> <ol style="list-style-type: none"> 4. Connect comments to build on remarks of others. <p>C. Topic Clarification</p> <ol style="list-style-type: none"> 5. Ask questions and further explanations about topics and/or texts. <p>SL.2.2.</p> <ol style="list-style-type: none"> 1. Demonstrate careful listening in order to describe or recount what is heard. 2. Describe key ideas or details from a text or presentation when presented orally. <p>SL.2.6.</p> <ol style="list-style-type: none"> 1. Articulate ideas (both verbally and in writing) using complete sentences and ideas. 2. Provide details or clarifications when speaking as requested. <p>L.2.2.</p>
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	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English capitalization when writing. 2. Utilize reference materials and resources to correct one's own spelling. <p>Follow Sonday Essentials Scope and Sequence to meet RF.2.3 Standards:</p> <p>Unit 1 = 25 Days of Instruction (5 Weeks)</p> <ul style="list-style-type: none"> • Lessons 1-5: Short a, i Sight Words: a, the, to, do • Lessons 6-10: Short o, ay Sight Words: I, of, you, is, I'm, don't, can't, isn't, it's • Lessons 11-15: ee, sh Sight Words: who, was, what, from, are, wasn't, who's, what's, aren't, you're • Lessons 16 - 20: Short u, s blends Sight Words: said, were, weren't • Lessons 21-25: Short e, bl, cl, fl Sight Words: one, only, once, didn't, hadn't
Writing Tasks	
<p>Portfolio Pieces:</p> <ul style="list-style-type: none"> • Realistic Fiction Story Writing • Unit 1, Realistic Fiction (Student Models) • Unit 1, Realistic Fiction (Rubric and Anchor Papers) • Unit 1, Realistic Fiction (ELL Resources) • Unit 1, Expository Essay (Student Models) • Unit 1, Expository Essay (Rubric and Anchor Papers) • Unit 1, Expository Essay (ELL Resources) 	<p>Grammar & Vocabulary:</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, and adverbs in writing • Use capitalization, punctuation, and spelling when writing • Capitalize appropriate words in titles • Incorporate unit vocabulary words in writing <p>Routine Writing:</p>

<ul style="list-style-type: none"> ● Writing Prompts/Sentence Starters/Journals 	<ul style="list-style-type: none"> ● Exit Ticket ● Quick Write ● Book Review ● Note Taking
Content Vocabulary	
<p>Weeks 1 & 2: aside, culture, fair, invited, language, plead, scurries, share</p> <p>Weeks 3 & 4: actions, afraid, depend, nervously, peered, perfectly, rescue, secret</p> <p>Week 5: checks, choose, chores, cost, customers, jobs, spend, tools</p>	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions ● Book talk 	<ul style="list-style-type: none"> ● Create audio recordings ● Class debates ● Readers' Theater ● Oral Report ● Literature Circle

Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><u>Social Studies/Art:</u> Students will use research about their community to create a visual for what it might look like in the future (refer to the Community Change diagram.) In doing this assignment, students should consider what changes need to take place in order to make their vision come true. Each student will then create a travel brochure that showcases their community in the future while commenting on how these changes took place.</p>	<p>http://elementary.conceptschools.org/wp-content/uploads/2014/09/Interdisciplinary-Unit-second-grade-S1-change.pdf</p>
Academic Vocabulary	
<p>Comprehension: visualize, plot, theme, character, setting, events, illustrations Text Features: captions, charts</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III)</p> <ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary 	<p>(Tier II)</p> <ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes

<ul style="list-style-type: none"> ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow students to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental support. ● Pre-teach vocabulary and terms. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide extra time for completing tasks, checklists and other tasks. <ul style="list-style-type: none"> ○ Provide samples and model each step of the writing process as needed. <p>Access to word/picture banks for reference.</p> <p>Resources:Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 3- Decodable Reader 1</u></p> <p><u>Tier 3- Decodable Reader 2</u></p> <p><u>Tier 3- Decodable Reader 3</u></p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Tutoring <p>Use sticky notes to annotate</p> <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>
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<u>Tier 3- Decodable Reader 4</u> <u>Tier 3- Decodable Reader 5</u> <u>Tier 3- Decodable Reader 6</u> <u>Tier 3- Decodable Reader 7</u> <u>Tier 3- Decodable Reader 8</u> <u>Tier 3- Decodable Reader 9</u> <u>Tier 3- Foundational Skills Assessment Book</u> <u>Tier 3 - Practice Book Teacher Annotated Version</u> <u>Tier 3- Practice Book Reproducible Pages</u> <u>Tier 3 - Lesson Cards</u>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p>(Tier II)</p> <ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. 	<p>(ELL/Newcomer)</p> <p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks

<ul style="list-style-type: none"> ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>	<p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>ELL Newcomer Visuals</u></p> <p><u>ELL Newcomer Cards</u></p> <p><u>ELL Newcomer Teachers Guide</u></p> <p><u>ELL Newcomer Start Smart</u></p> <p><u>ELL Newcomer Unit 1</u></p> <p><u>ELL Newcomer Unit 2</u></p> <p><u>ELL Newcomer Unit 3</u></p> <p><u>ELL Newcomer Unit 4</u></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment 	<p>Required:</p> <ul style="list-style-type: none"> ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective

<ul style="list-style-type: none"> Higher-Level Text 	<ul style="list-style-type: none"> Identify and review objectives for lesson Centers Guided Reading utilizing Before, During, and After activities Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> Projects Academic Games Daily 5
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Unit #2	
Unit Title:	Animal Discoveries
Reading Genre(s)	Week 1&2: Informational Text Weeks 3&4: Fable Weeks 5: Poetry
Writing Tasks	<p>Respond to Reading: Weeks 1-4</p> <p>Writing Process:</p> <p>Research Report</p> <ul style="list-style-type: none"> Week 1 & 2: Expert Model: Research Report, Plan: Generate Questions for Formal Inquiry, Graphic Organizers/Notes, Draft: Order Ideas Week 3 & 4: Revise, Peer Conferences, Edit and Proofread Week 5: Publish, Present, and Evaluate

	<p>Mechanic/Grammar:</p> <ul style="list-style-type: none"> ● Week 1: Nouns; Commas in a Series and with Direct Address ● Week 2: Singular and Plural Nouns; Abbreviations ● Week 3: Kinds of Nouns: <ul style="list-style-type: none"> ○ Common Nouns, Proper Nouns, Collective Nouns ○ Capital Letters ● Week 4: More Plural Nouns <ul style="list-style-type: none"> ○ Irregular Plural Nouns ○ Quotation Marks with Dialogue ● Week 5: Possessive Nouns, Apostrophes
Recommended Pacing	5 Weeks
Unit Summary	<p>As readers, we make discoveries when reading new text. The theme of this unit is Animal Discoveries. Students will see that in our world we are constantly learning because of the discoveries we make. Students will read several nonfiction texts and will be able to understand how the animal world works.</p> <p>The kinds of texts within this unit will cover topics about animals through the genres of non-fiction, fables, and poetry. They will learn about nonfiction text features, main topics, key details, and main idea. They will also learn about characters, sequence, and author’s purpose. Learning these skills will help students with comprehension. They will use and apply these skills in different text genres and will be able to respond to questions about literature.</p> <p>Phonics will be reinforced by using the district-approved Soudy Essentials Program.</p> <p>In writer’s workshop students will use the writing process and mentor texts to complete a Research Project. The skills learned during writer’s workshop will help students create their own writing</p>

	<p>pieces. They will use these skills to research and publish a final product. The skills covered in this unit will all be laid out through the reading and analyzing of various texts that fit within the unit theme of Animal Discoveries.</p> <p>By the end of the unit students will be able to answer: How are offspring like their parents and what can we learn about animals through research?</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>
Amistad	Addressed in Unit 5
Holocaust	Addressed in Unit 5
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Amira's Petting Zoo</i> and <i>The Dingo and His Shadow</i> .

Enduring Understandings	Essential Questions
<p>Reading: Students will understand that:</p>	<p>Week 1 & 2 Essential Question: How are offspring like their parents?</p>

<ul style="list-style-type: none"> • A text’s features, structures, and characteristics help me to make meaning of the text. • Nonfiction features work together to teach real information about a nonfiction topic. • Readers ask and answer questions about a text. • Good readers make connections and discoveries that give the reader the ability to learn new concepts. <p>Writing: Students will understand that:</p> <ul style="list-style-type: none"> • Good writers gather information on a topic from a variety of sources. 	<p>Week 3 & 4 Essential Question: What can animals in stories teach us?</p> <p>Week 5 Essential Question: What do we love about animals?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> • Leveled Readers - <u>Wonders</u> • <u>Wonders</u>- Reading/Writing Companion • Intervention Letter Cards <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><u>Sonday Essentials 2:</u></p> <ul style="list-style-type: none"> • Daily Lessons • Sound Cards • Sight Word Cards 	<p>Supplementary Resources:</p> <ul style="list-style-type: none"> • <u>I Can Statements</u> • <u>Read Write Think</u> • <u>ReadWorks</u> • <u>Scholastic</u> • <u>Teaching Skills with Children’s Literature as Mentor Text</u> • <u>Core Standards: Appendix B</u>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> • iReady • Wonders BiWeekly Progress Monitoring Assessments 	<ul style="list-style-type: none"> • iReady Diagnostic Benchmarks

<ul style="list-style-type: none"> ● Sonday Essentials Mastery Checks ● Anectodal Records 	<ul style="list-style-type: none"> ● Unit Pre/Post Assessment Scholastics in Linkit ● Writing Assessment- On Demand ● Lexile identified through iReady Data/Wonders Oral Reading Fluency
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	

NJSLS	Learning Targets and Exemplar Lessons:
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>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.</p>	<p>RL.2.1. RI.2.1.</p> <p>C. Ask and Answer Where?</p> <ol style="list-style-type: none"> 7. Create questions about an important idea asking “where” within a text. 8. Respond to questions asking “where” to demonstrate understanding of key details. 9. Utilize textual evidence to support thinking when asking and answering questions about “where” within the text. <p>D. Ask and Answer When?</p> <ol style="list-style-type: none"> 10. Create questions about an important idea asking “when” within a text. 11. Respond to questions asking “when” to demonstrate understanding of key details. 12. Utilize textual evidence to support thinking when asking and answering questions about “when” within the text. <p>RL.2.3.</p> <p>A. STORY</p> <ol style="list-style-type: none"> 1. Tell who the characters are in the story. 2. Describe the major events in the story. 3. Describe the major challenges in the story. 4. Tell how the characters react to the important events using key details from the story. 5. Tell how the characters react to the important challenges in the story.

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

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

RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.

RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) **RF.2.3.E.** Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)

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

RF.2.4.A. Read grade-level text with purpose and understanding.

RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

RI.2.3.

Making Connections

B. Scientific Ideas/Concepts

7. Identify how different scientific ideas or concepts link together in a text.
8. Identify text details of scientific ideas or concepts that are chronological or sequential in a text.
9. Identify events that are chronological or sequential in a text about scientific ideas or concepts.
10. Identify ideas that are chronological or sequential in a text about scientific ideas or concepts.
11. Retell chronological or sequential text details about scientific ideas or concepts in the appropriate order.
12. Compare and contrast ideas about scientific ideas or concepts from the text.

RL.2.4.

A. Poem

1. Analyze how words and phrases provide meaning to a poem.
2. Identify the parts of the poem that rhyme.
3. Identify the parts of the poem that show the beat.
4. Tell which part of a poem shows alliteration.

B. Story

5. Analyze how words and phrases provide meaning to a story.
6. Identify the parts of the story that rhyme.

<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>7. Identify the parts of the story that show the beat. 8. Tell which part of a story shows alliteration.</p> <p>RI.2.4.</p> <p>Word Meaning</p> <p>1. Explain the meaning of words specific to grade 2 topics. 2. Explain the meaning of phrases specific to grade 2 topics.</p> <p>RI.2.5.</p> <p>A. Beginning of A Story</p> <p>1. Examine the story’s structure, identifying the introduction as the beginning. 2. Describe the beginning of the story.</p> <p>B. End of A Story</p> <p>3. Examine the story’s structure, identifying the conclusion where action ends. 4. Describe the end of the story. 5. Describe how the parts of the story build from beginning to end.</p> <p>RI.2.5.</p> <p>Using Text Features</p> <p>C. Subheadings</p>
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7. Identify subheadings to analyze text information.
8. Identify how subheadings help clarify important information about what is being read.
9. Explain how subheadings clarify to understand the text.

D. Glossaries

10. Identify glossaries to analyze text information.
11. Identify how glossaries help clarify important information about what is being read.
12. Explain how glossaries clarify to understand the text.

E. Indexes

13. Identify indexes to analyze text information.
14. Identify how indexes help clarify important information about what is being read.
15. Explain how indexes clarify to understand the text.

RI.2.6.

Main Purpose of A Text

1. Identify the text's main purpose according to what the author wants the reader to answer.
2. Identify the text's main purpose according to what the author wants to explain.
3. Identify the text's main purpose according to what the author wants to describe.

	<p>4. Identify the text’s main purpose according to what the author wants the reader to know.</p> <p>RL.2.7.</p> <p>B. Setting</p> <ol style="list-style-type: none"> 1. Utilize information from illustrations, pictures and words from print or digital text to tell more about the setting. 2. Explain how the illustration, pictures, and words provide clearer understanding of the setting. <p>RI.2.7.</p> <p>Using Graphic Text Features</p> <p>B. Text Images (i.e. a diagram, maps, photos, audios)</p> <ol style="list-style-type: none"> 4. Explain various graphic text features to understand specific information in the text. 5. Combine the various graphic text features and the text itself to understand the ideas in the text. 6. Explain how the different graphic text features aid understanding. <p>RL.2.10</p> <p>A. Read and Comprehend Stories</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in stories.
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	<ol style="list-style-type: none"> 2. Read various types of stories proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of stories independently within the grades 2-3 complexity band. 4. Read various types of stories closely within the grades 2-3 complexity band, with scaffolding as needed. <p>B. Read and Comprehend Poetry</p> <ol style="list-style-type: none"> 5. Demonstrate good reading habits in poetry. 6. Read various types of poems proficiently within the grades 2-3 complexity band, with scaffolding as needed. 7. Read various types of poems independently within the grades 2-3 complexity band. 8. Read various types of poems closely within the grades 2-3 complexity band, with scaffolding as needed. <p>RI.2.10.</p> <p>A. Read and Comprehend Informational Texts</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in informational text. 2. Read various types of informational texts proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of informational texts independently within the grades 2-3 complexity band.
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4. Read various types of informational texts closely within the grades 2-3 complexity band, with scaffolding as needed.

Follow Sonday Essentials Scope and Sequence to meet RF.2.3 Standards:

Unit 2 = 25 Days of Instruction (5 Weeks)

- Lessons 26 - 30: gl, pl, sl, ch
Sight Words: does, done, goes, gone, doesn't, hasn't, let's
- Lessons 31-35: r blends, th
Sight Words: four, your, two, too, that's
- Lessons 36 - 40: qu, fszl
Sight Words: where, there, where's, there's, I'll, you'll, won't
- Lessons 41-45: ck, VCe
Sight Words: they, they'll, they're
- Lessons 46 -50:st, -nt, -nd, -mp, -sk, -ft
- Sight Words: come, some, says, want, here's

Writing Tasks	
<p>Portfolio Pieces:</p> <ul style="list-style-type: none"> ● Writing Task: Research Report <ul style="list-style-type: none"> ● Unit 2, Research Report (Student Models) ● Unit 2, Research Report (Rubric and Anchor Papers) ● Unit 2, Research Report (ELL Resources) ● Unit 2, Rhyming Poem (Student Models) ● Unit 2, Rhyming Poem (Rubric and Anchor Papers) ● Unit 2, Rhyming Poem (ELL Resources) ● Writing Prompts/Sentence Starters/Journals 	<p>Grammar & Vocabulary:</p> <ul style="list-style-type: none"> ● Incorporate unit vocabulary words in writing ● Nouns, Abbreviations, Dialogue Punctuation <p>Routine Writing:</p> <ul style="list-style-type: none"> ● Exit Ticket ● Quick Write ● Book Review ● Note Taking ● Do Now
Content Vocabulary	
<p>Weeks 1 & 2: adult, alive, covered, fur, giant, groom, mammal, offspring Weeks 3 & 4: believe, delicious, feast, fond, lessons, remarkable, snatch, stories Week 5: behave, express, feathers, flapping</p>	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions 	<ul style="list-style-type: none"> ● Create audio recordings ● Class debates ● Readers' Theater ● Oral Report ● Literature Circle

<ul style="list-style-type: none"> • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading • Oral response to questions • Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Science/Technology: Students will learn about different endangered species in the rainforest. They will use the Internet to research endangered species. Students will choose an endangered animal and create a PowerPoint presentation using the template provided. After completing the PowerPoint presentation.</p>	<p>http://rainforestunit2.weebly.com/science.html</p>
Academic Vocabulary	
<p>Comprehension: Central Idea and Relevant Details, Theme, Author’s Purpose, Sequence of Events Text Features: Glossary, Diagrams Vocabulary: Homographs, Antonyms, Alliteration</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III)</p> <ul style="list-style-type: none"> • Modify activities/assignments/projects 	<p>(Tier II)</p> <ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units

<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental supports. ● Pre teach vocabulary and terms. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide extra time for completing tasks, checklists and other tasks. 	<ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>
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<ul style="list-style-type: none"> ● Provide samples and model each step of the writing process as needed. ● Access to word/picture banks for reference. <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 3- Decodable Reader 1</u></p> <p><u>Tier 3- Decodable Reader 2</u></p> <p><u>Tier 3- Decodable Reader 3</u></p> <p><u>Tier 3- Decodable Reader 4</u></p> <p><u>Tier 3- Decodable Reader 5</u></p> <p><u>Tier 3- Decodable Reader 6</u></p> <p><u>Tier 3- Decodable Reader 7</u></p> <p><u>Tier 3- Decodable Reader 8</u></p> <p><u>Tier 3- Decodable Reader 9</u></p> <p><u>Tier 3- Foundational Skills Assessment Book</u></p> <p><u>Tier 3 - Practice Book Teacher Annotated Version</u></p> <p><u>Tier 3- Practice Book Reproducible Pages</u></p> <p><u>Tier 3 - Lesson Cards</u></p>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling

<ul style="list-style-type: none"> ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>	<ul style="list-style-type: none"> ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>ELL Newcomer Visuals</u></p> <p><u>ELL Newcomer Cards</u></p> <p><u>ELL Newcomer Teachers Guide</u></p> <p><u>ELL Newcomer Start Smart</u></p> <p><u>ELL Newcomer Unit 1</u></p> <p><u>ELL Newcomer Unit 2</u></p> <p><u>ELL Newcomer Unit 3</u></p> <p><u>ELL Newcomer Unit 4</u></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text 	<p>Required:</p> <ul style="list-style-type: none"> ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Centers ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation

	<p>Suggested:</p> <ul style="list-style-type: none"> ● Projects ● Academic Games ● Daily 5
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Unit # 3	
Unit Title:	Live and Learn
Reading Genre(s)	<p>Week 1&2: Narrative Non-fiction</p> <p>Weeks 3&4: Fiction</p> <p>Weeks 5: Expository Text</p>
Writing Tasks	<p>Respond to Reading: Weeks 1-4</p> <p>Writing Process:</p> <p>Personal Narrative</p> <ul style="list-style-type: none"> ● Week 1 & 2: Expert Model (Personal Narrative), Plan: Sequence, Draft: Focus on an Event ● Week 3 & 4: Revise: Conclusion, Peer Conferences: Edit and Proofread ● Week 5: Publish, Present, and Evaluate <p>Mechanic/Grammar:</p> <ul style="list-style-type: none"> ● Week 1: Action Verbs; Book Titles ● Week 2: Present Tense Verbs; Commas in a Series ● Week 3: Past and Future Tense Verbs; Letter Punctuation ● Week 4: Subject-Verb Agreement; Abbreviations

	<ul style="list-style-type: none"> Week 5: The Verb <i>have</i>; Sentence Punctuation
Recommended Pacing	5 Weeks
Unit Summary	<p>Throughout this unit students will read various texts about how people in a community work together. They will learn through narrative nonfiction and fictional stories about how important it is to help each other out, especially those in need. They will also look at text features in an expository text such as diagrams, photos and captions.</p> <p>Phonics will be reinforced by using the district-approved Souday Essentials Program.</p> <p>In writer's workshop students will use the writing process and mentor texts to write personal narrative pieces. They will recall and brainstorm moments in their lives and create narrative stories to describe the events in those moments. Students will continue to incorporate grammar skills into their writing. In this unit they will focus on incorporating verbs (action, present, past, and future verbs) as well as sentence punctuation.</p> <p>At the end of the unit, students will be able to answer how people help out their community. They will understand how people's needs are met with the help of friends and family. Students will be able to answer the essential questions: How can people help out their community? What can we see in the sky? How do you express yourself?</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>

Computer Science and Design Thinking (Technology)	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Amistad	Addressed in Unit 5
Holocaust	Addressed in Unit 5
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Biblioburro: A True Story from Columbia</i> and <i>Color Your Community</i> .

Enduring Understandings	Essential Questions
<p>Reading: Students will understand that:</p> <ul style="list-style-type: none"> • Readers ask and answer questions about a text. • Readers develop a deeper understanding through reflection of text. • A text's features, structures, and characteristics help me to make meaning of the text. • Nonfiction features work together to teach real information about a nonfiction topic. <p>Writing: Students will understand that:</p> <ul style="list-style-type: none"> • Writers have a purpose for writing. • Writing is a multi-stage process. • Writing is a reflective process. 	<p>Week 1 & 2 Essential Question: How can people help out their community?</p> <p>Week 3 & 4 Essential Question: What can we see in the sky?</p> <p>Week 5 Essential Question: How do you express yourself?</p>

District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> • Leveled Readers - <u>Wonders</u> • <u>Wonders</u>- Reading/Writing Companion • Intervention Letter Cards <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><u>Sonday Essentials 2</u>:</p> <ul style="list-style-type: none"> • Daily Lessons • Sound Cards • Sight Word Cards 	<p>Supplementary Resources:</p> <ul style="list-style-type: none"> • <u>I Can Statements</u> • <u>Read Write Think</u> • <u>ReadWorks</u> • <u>Scholastic</u> • <u>Teaching Skills with Children’s Literature as Mentor Text</u> • <u>Core Standards: Appendix B</u>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> • iReady • Wonders BiWeekly Progress Monitoring Assessments • Sonday Essentials Mastery Checks • Anectodal Records 	<ul style="list-style-type: none"> • iReady Diagnostic Benchmarks • Unit Pre/Post Assessment Scholastics in Linkit • Writing Assessment- On Demand • Lexile identified through iReady Data/Wonders Oral Reading Fluency
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Homework and Practice • Modeling • Cooperative Learning 	<ul style="list-style-type: none"> • Managing response rates • Checks for Understanding • Diagrams, Charts and Graphs • Coaching • Reading Partners • Visuals

<ul style="list-style-type: none"> ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [1 lesson]</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [18 lessons]</p>	<p>RL.2.1. RI.2.1.</p> <p>D. Ask and Answer Why?</p> <ol style="list-style-type: none"> 13. Create questions about an important idea asking “why” within a text. 14. Respond to questions asking “why” to demonstrate understanding of key details. 15. Utilize textual evidence to support thinking when asking and answering questions about “why” within the text. <p>E. Ask and Answer How?</p> <ol style="list-style-type: none"> 16. Create questions about an important idea asking “how” within a text. 17. Respond to questions asking “how” to demonstrate understanding of key details.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [20 lessons]

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [1 lesson]

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

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.

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

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

18. Utilize textual evidence to support thinking when asking and answering questions about “how” within the text.

RL.2.2.

A. Summarize

1. Recount stories

B. Central Message/Theme

2. Identify the central message/theme in a fable.
3. Identify the central message in a folktale.

C. Lesson / Moral

4. Tell the lesson or moral of any story.
5. Tell the lesson or moral of a fable.

RI.2.2.

Main Topic

A. Multi-Paragraph Text

1. Identify the main idea of a multi-paragraph text.
2. Identify the overall focus of a multi-paragraph text.
3. Tell the details that lead to the main idea in a multi-paragraph text.

B. Text (any)

4. Identify the main idea of a text.
5. Identify the overall focus of a text.
6. Tell the details that lead to the main idea in a text.

RI.2.3.

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.

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

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

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

RF.2.4.A. Read grade-level text with purpose and understanding.

RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.2.1.

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

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Making Connections

A. Historical Events

1. Identify how different historical events link together in a text.
2. Identify text details of historical events that are chronological or sequential in a text.
3. Identify events that are chronological or sequential in a text about historical events.
4. Identify ideas that are chronological or sequential in a text about historical events.
5. Retell chronological or sequential text details about historical events in the appropriate order.
6. Compare and contrast ideas about historical events from the text.

B. Scientific Ideas/Concepts

7. Identify how different scientific ideas or concepts link together in a text.
8. Identify text details of scientific ideas or concepts that are chronological or sequential in a text.
9. Identify events that are chronological or sequential in a text about scientific ideas or concepts.
10. Identify ideas that are chronological or sequential in a text about scientific ideas or concepts.
11. Retell chronological or sequential text details about scientific ideas or concepts in the appropriate order.
12. Compare and contrast ideas about scientific ideas or concepts from the text.

RL.2.4.

A. Poem

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

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

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.2.5.

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

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

L.2.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A. Use collective nouns (e.g., group). **L.2.1.B.** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

1. Analyze how words and phrases provide meaning to a poem.
2. Identify the parts of the poem that rhyme.
3. Identify the parts of the poem that show the beat.
4. Tell which part of a poem shows alliteration.

B. Story

5. Analyze how words and phrases provide meaning to a story.
6. Identify the parts of the story that rhyme.
7. Identify the parts of the story that show the beat.
8. Tell which part of a story shows alliteration.

C. Song

9. Analyze how words and phrases provide meaning to a song.
10. Identify the parts of the song that rhyme.
11. Identify the parts of the song that show the beat.
12. Tell which part of a song shows alliteration.

RI.2.4.

A. Word Meaning

1. Explain the meaning of words specific to grade 2 topics.
2. Explain the meaning of phrases specific to grade 2 topics.

RL.2.6.

A. Points of View

1. Explain how characters have different points of view.
2. Explain how the characters think about the events.
3. Explain how the characters feel about the events.

L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2.

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

L.2.2.B. Use commas in greetings and closings of letters.

L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2.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. **L.2.3.A.** Compare formal and informal uses of English

4. Identify any characters that have similar points of view.
5. Identify any characters that have different points of view.
6. Speak as the character's voice when reading out loud.
7. Explain why a character has a different point of view in a story.

RI.2.8.

A. Main Points in A Text

1. Identify the main points in a text.
2. Identify reasons that the author uses to support the main points in a text.
3. Explain how the author uses the reasons to support the main points in a text.
4. Explain why the author uses the reasons to support the main points in a text.

RL.2.9.

A. Compare and Contrast

1. Identify similarities of events in different versions of the same story.
2. Identify differences of events in different versions of the same story.
3. Identify similarities in characters in different versions of the same story.
4. Identify differences in characters in different versions of the same story.

<p>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.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>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).</p>	<ol style="list-style-type: none"> 5. Compare two versions of the same story by different authors. 6. Contrast two versions of the same story by different authors. 7. Compare two versions of the same story from different cultures. 8. Contrast two versions of the same story from different cultures. <p>RI.2.9.</p> <p>A. Important Points</p> <ol style="list-style-type: none"> 1. Identify the most important points in the text. 2. Find similarities in the most important points of two texts when reading texts on the same topic. 3. Find differences in the most important points of two texts when reading texts on the same topic. <p>RL.2.10</p> <p>A. Read and Comprehend Stories</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in stories. 2. Read various types of stories proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of stories independently within the grades 2-3 complexity band. 4. Read various types of stories closely within the grades 2-3 complexity band, with scaffolding as needed. <p>B. Read and Comprehend Poetry</p> <ol style="list-style-type: none"> 5. Demonstrate good reading habits in poetry.
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6. Read various types of poems proficiently within the grades 2-3 complexity band, with scaffolding as needed.
7. Read various types of poems independently within the grades 2-3 complexity band.
8. Read various types of poems closely within the grades 2-3 complexity band, with scaffolding as needed.

RI.2.10.

A. Read and Comprehend Informational Texts

1. Demonstrate good reading habits in informational text.
2. Read various types of informational texts proficiently within the grades 2-3 complexity band, with scaffolding as needed.
3. Read various types of informational texts independently within the grades 2-3 complexity band.
4. Read various types of informational texts closely within the grades 2-3 complexity band, with scaffolding as needed.

RF.2.3.

1. Identify typical vowel combinations.
2. Demonstrate ability to pronounce and spell words with vowel teams.
3. Utilize strategies for decoding words with affixes in texts.
4. Utilize strategies for decoding irregularly-spelled words in texts.

	<ul style="list-style-type: none">5. Determine if the word looks and sounds right and makes sense.6. Search for chunks and say them.7. Focus on the beginning and/or end of the word and try again, when having difficulty. <p>RF.2.4.</p> <ul style="list-style-type: none">1. Understand grade-level text when reading.2. Read grade-level text aloud, making minimal errors.3. Use an appropriate rate when reading aloud.4. Use appropriate expression and inflection when reading text aloud.5. Use appropriate self-correction strategies to read words and for understanding.6. Reread text to better understand what was read, when necessary. <p>9.1.4.A.3</p> <ul style="list-style-type: none">1. Review what income is.2. Describe ways a person can make money.3. Explain what “spending” means.4. Explain how take-home pay is less than your salary and list the reasons why.
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	<p>Lesson:</p> <p>*Discuss to reflect on all of Wonders Unit 3 Week 4 and Unit 4 Week 1 readings.</p> <ul style="list-style-type: none"> ● Talk about how the various types of places studied in the various stories this week might have different jobs/ways of earning money. ● Determine what jobs could be created through having the different types of weather or landforms within a location (i.e. tornadoes, clouds, rain forest, savannas) <p>Use the following lesson plans titled “Spend, Save, Invest, or Donate” and “Thinking About Money” as a guide to connect students to the story and standard:</p> <p>https://www.learningtogive.org/units/money-smart-children-2nd-grade</p> <p>SL.2.3.</p> <ol style="list-style-type: none"> 1. Ask questions about what a speaker is saying to clarify, gather or deepen understanding. 2. Answer questions in order to clarify or gain further information. <p>SL.2.5.</p> <ol style="list-style-type: none"> 1. Utilize digital media to enhance ideas for meaning. 2. Create visuals that emphasize chosen facts or details.
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	<p>SL.2.6.</p> <ol style="list-style-type: none"> 1. Articulate ideas (both verbally and in writing) using complete sentences and ideas. 2. Provide details or clarifications when speaking as requested. <p>L.2.1.</p> <ol style="list-style-type: none"> 1. Identify irregular plural nouns used when reading, writing or speaking. Classify plural nouns as regular or irregular. 2. Form and use common irregular plural nouns when writing or speaking. 3. Identify reflexive pronouns when reading, writing or speaking. 4. Classify pronouns as reflexive. 5. Accurately use reflexive pronouns when writing or speaking. 6. Identify irregular verbs in the past tense used when writing or speaking. 7. Classify verbs in the past tense as regular or irregular. 8. Form and use common irregular verbs in the past tense when writing or speaking. 9. Define and identify adjectives and adverbs when reading, writing or speaking.
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	<ol style="list-style-type: none"> 10. Classify adjectives and adverbs in sentences. 11. Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking. 12. Define and identify simple and compound sentences when reading. 13. Classify sentences as simple or compound. 14. Expand and rearrange complete, simple and compound sentences when writing and speaking. <p>L.2.2.</p> <ol style="list-style-type: none"> 1. Define and identify greetings and closings in letters (salutation). 2. Use commas appropriate to offset greetings and closings in letters. 3. Define and identify apostrophes when reading and writing. 4. Articulate the purpose and use of apostrophes. 5. Demonstrate command of the conventions of standard English using apostrophes 6. for contractions and possession when writing. 7. Identify common spelling patterns. 8. Utilize common spelling patterns when writing. 9. Utilize reference materials and resources to correct one's own spelling.
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	<p>L.2.3.</p> <ol style="list-style-type: none"> 1. Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English. <p>L.2.4.</p> <p>Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.</p> <ol style="list-style-type: none"> 1. Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words. 2. Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words. <p>L.2.5.</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives. <p>L.2.6.</p> <ol style="list-style-type: none"> 1. Show understanding of newly acquired vocabulary (gathered from discussions as well as text).
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	<ol style="list-style-type: none"> 2. Make purposeful language choices to communicate in an effective way. 3. Utilize adjectives and adverbs to describe where necessary. <p>Follow Sonday Essentials Scope and Sequence to meet RF.2.3 Standards:</p> <p>Unit 3 = 25 Days of Instruction (5 Weeks)</p> <ul style="list-style-type: none"> • Lessons 51-55: It, -lk, -sp, -ct Sight Words: any, been • Lessons 56-60: ng, -nk Sight Words: have, give, live, haven't, I've, you've, they're • Lessons 61-65: y, o, e, ar Sight Words: could, would, should, couldn't, wouldn't, shouldn't • Lessons 66-70: oo, or Sight Words: very, I'd, you'd • Lessons 71-75: all, oy, oi Sight Words: again, against, they'd, there'd
Writing Tasks	
<p>Portfolio Pieces:</p> <ul style="list-style-type: none"> • Writing Task: Personal Narrative <ul style="list-style-type: none"> • Unit 3, Personal Narrative (Student Models) • Unit 3, Personal Narrative (Rubric and Anchor Papers) • Unit 3, Personal Narrative (ELL Resources) • Unit 3, Expository Essay (Student Models) • Unit 3, Expository Essay (Rubric and Anchor Papers) 	<p>Grammar & Vocabulary:</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, and adverbs in writing • Use capitalization, punctuation, and spelling when writing • Capitalize appropriate words in titles • Incorporate unit vocabulary words in writing <p>Routine Writing:</p>

<ul style="list-style-type: none"> • Unit 3, Expository Essay (ELL Resources) • Writing Prompts/Sentence Starters/Journals 	<ul style="list-style-type: none"> • Exit Ticket • Quick Write • Book Review • Note Taking
Content Vocabulary	
<p>Weeks 1 & 2: across, borrow, countryside, ideas, insists, lonely, solution, villages</p> <p>Weeks 3 & 4: adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</p> <p>Week 5: cheered, concert, instrument, movements, music, rhythm, sounds, understand</p>	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> • Whole group discussion • Pair-Share • Small group discussions • Teacher directed discussions • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading • Oral response to questions • Book talk 	<ul style="list-style-type: none"> • Create audio recordings • Class debates • Readers' Theater • Oral Report • Literature Circle

Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Social Studies: Students will research about an important person in the history of their town or state. With a partner, they will choose an important historical person and use primary and secondary sources to find information. Partners will generate questions and use formal or informal inquiry to gather information.</p> <p>The Research Process is outlined on Reading/Writing Companion page 25 to create their history picture books.</p>	<p>https://study.com/academy/topic/famous-people-for-elementary-school.html</p>
Academic Vocabulary	
<p>Comprehension: Author's Purpose, Character Perspective Text Features: Photos, Captions, Headings (Subheadings), Diagrams Vocabulary: Idioms, Compound Words, Synonyms, Antonyms</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III)</p> <ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content 	<p>(Tier II)</p> <ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials

<ul style="list-style-type: none"> ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental supports. ● Pre teach vocabulary and terms. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide extra time for completing tasks, checklists and other tasks. ● Provide samples and model each step of the writing process as needed. ● Access to word/picture banks for reference. <p>Resources:Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 3- Decodable Reader 1</u></p> <p><u>Tier 3- Decodable Reader 2</u></p> <p><u>Tier 3- Decodable Reader 3</u></p> <p><u>Tier 3- Decodable Reader 4</u></p> <p><u>Tier 3- Decodable Reader 5</u></p> <p><u>Tier 3- Decodable Reader 6</u></p>	<ul style="list-style-type: none"> ● Guided Notes ● Graphic Organizers ● Tutoring <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>
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<u>Tier 3- Decodable Reader 7</u> <u>Tier 3- Decodable Reader 8</u> <u>Tier 3- Decodable Reader 9</u> <u>Tier 3- Foundational Skills Assessment Book</u> <u>Tier 3 - Practice Book Teacher Annotated Version</u> <u>Tier 3- Practice Book Reproducible Pages</u> <u>Tier 3 - Lesson Cards</u>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p>(Tier II) Review student individual 504 plan for instructional, assessment, and environmental supports.</p> <ul style="list-style-type: none"> ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles. <u>Tier 2- Vocabulary</u> <u>Tier 2- Comprehension</u> <u>Tier 2-Fluency</u></p>	<p>(ELL/Newcomer) All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles. <u>ELL Newcomer Visuals</u> <u>ELL Newcomer Cards</u> <u>ELL Newcomer Teachers Guide</u> <u>ELL Newcomer Start Smart</u> <u>ELL Newcomer Unit 1</u></p>

<u>Tier 2-Phonemic Awareness</u> <u>Tier 2- Phonological Awareness</u> <u>Tier 2- Phonics/Word Study</u>	<u>ELL Newcomer Unit 2</u> <u>ELL Newcomer Unit 3</u> <u>ELL Newcomer Unit 4</u>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text 	<p>Required:</p> <ul style="list-style-type: none"> ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Centers ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> ● Projects ● Academic Games ● Daily 5

Unit #4	
Unit Title:	Our Life/Our World
Reading Genre(s)	Week 1&2: Realistic Fiction

	<p>Weeks 3&4: Expository Text</p> <p>Weeks 5: Poetry</p>
Writing Tasks	<p>Respond to Reading: Weeks 1-4</p> <p>Writing Process:</p> <p>Research Report</p> <ul style="list-style-type: none"> • Week 1 & 2: Expert Model: Realistic Fiction, Plan: Details, Draft: Compare and Contrast • Week 3 & 4: Revise: Point of View, Peer Conferences, Edit and Proofread • Week 5: Publish, Present, and Evaluate <p>Mechanic/Grammar:</p> <ul style="list-style-type: none"> • Week 1: Linking Verbs; Letter Punctuation • Week 2: Helping Verbs; Book Titles • Week 3: Irregular Verbs; Capitalization of Proper Nouns • Week 4: Progressive Tense; Apostrophes • Week 5: Forming Compound Sentences; Avoiding Run-ons; Use Comma with Coordinating Conjunction When Joining Two Sentences
Recommended Pacing	5 Weeks
Unit Summary	<p>It is important to understand that there are many different cultures around the world. Throughout this unit students will read various texts build knowledge about how children around the world are alike and different. They will use words to read, write, and talk about the similarities and differences. Using the expository text sets, students will understand that surfaces on the earth can change with force. Students will read both realistic fiction and expository texts that will help them continue to practice the comprehension strategies of visualizing, comparing and contrasting, and understanding text features such as headings and bold print. They will also reinforce the comprehension skill of author's purpose.</p>

	<p>Phonics will be reinforced by using the district-approved Soudy Essentials Program.</p> <p>In writer's workshop students will use the writing process and mentor texts and Wonders Student Samples to write their own Realistic Fiction pieces. During the writing process, they will expand on their knowledge of characters, setting, problem and solution. Students will continue to incorporate grammar skills into their writing by focusing on adjectives, adverbs, pronouns, punctuation and capitalization.</p> <p>By the end of the unit students will have completed performance tasks, participated in collaborative discussions, and collaborated to complete writing pieces that focus on the theme of Our Life/Our World.</p> <p>By the end of the unit students will be able to answer: How are kids around the world different? How does the Earth change? What excites us about nature?</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>

Amistad	Addressed in Unit 5
Holocaust	Addressed in Unit 5
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Dear Primo: A Letter to My Cousin</i> and <i>A New Life in India</i> .

Enduring Understandings	Essential Questions
<p>Reading: Students will understand that:</p> <ul style="list-style-type: none"> • Good readers use evidence from text to support conclusions, the information presented, or the author's perspective. • Good readers use strategies such as compare and contrast, making connections, visualizing and rereading to advance comprehension. • Different environments have unique characteristics, land features, and customs that make our world interesting. <p>Writing: Students will understand that:</p> <ul style="list-style-type: none"> • How does the audience influence the format of your writing? • How does the purpose influence the format of your writing? 	<p>Week 1 & 2 Essential Question: How are kids around the world different?</p> <p>Week 3 & 4 Essential Question: How does Earth change? We</p> <p>Week 5 Essential Question: What excites us about nature?</p>

District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> • Leveled Readers - <u>Wonders</u> • <u>Wonders</u>- Reading/Writing Companion • Intervention Letter Cards <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><u>Sonday Essentials 2</u>:</p> <ul style="list-style-type: none"> • Daily Lessons • Sound Cards • Sight Word Cards 	<p>Supplementary Resources:</p> <ul style="list-style-type: none"> • <u>I Can Statements</u> • <u>Read Write Think</u> • <u>ReadWorks</u> • <u>Scholastic</u> • <u>Teaching Skills with Children’s Literature as Mentor Text</u> • <u>Core Standards: Appendix B</u>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> • iReady • Wonders BiWeekly Progress Monitoring Assessments • Sonday Essentials Mastery Checks • Anecdotal Records 	<ul style="list-style-type: none"> • iReady Diagnostic Benchmarks • Unit Pre/Post Assessment Scholastics in Linkit • Writing Assessment- On Demand • Lexile identified through iReady Data/Wonders Oral Reading Fluency
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Homework and Practice • Modeling 	<ul style="list-style-type: none"> • Managing response rates • Checks for Understanding • Diagrams, Charts and Graphs • Coaching • Reading Partners

<ul style="list-style-type: none"> ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>RL.2.1. RI.2.1.</p> <p>D. Ask and Answer Why?</p> <ol style="list-style-type: none"> 13. Create questions about an important idea asking “why” within a text. 14. Respond to questions asking “why” to demonstrate understanding of key details. 15. Utilize textual evidence to support thinking when asking and answering questions about “why” within the text. <p>E. Ask and Answer How?</p> <ol style="list-style-type: none"> 16. Create questions about an important idea asking “how” within a text. 17. Respond to questions asking “how” to demonstrate understanding of key details.

<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>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.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>18. Utilize textual evidence to support thinking when asking and answering questions about “how” within the text.</p> <p>RL.2.2.</p> <p>A. <u>Summarize</u></p> <ol style="list-style-type: none"> 1. Recount stories <p><u>B. Central Message/Theme</u></p> <ol style="list-style-type: none"> 2. Identify the central message/theme in a fable. 3. Identify the central message in a folktale. <p><u>C. Lesson / Moral</u></p> <ol style="list-style-type: none"> 4. Tell the lesson or moral of any story. 5. Tell the lesson or moral of a fable. <p>RI.2.2.</p> <p>Main Topic</p> <p>A. Multi-Paragraph Text</p> <ol style="list-style-type: none"> 1. Identify the main idea of a multi-paragraph text. 2. Identify the overall focus of a multi-paragraph text. 3. Tell the details that lead to the main idea in a multi-paragraph text. <p>B. Text (any)</p> <ol style="list-style-type: none"> 4. Identify the main idea of a text. 5. Identify the overall focus of a text. 6. Tell the details that lead to the main idea in a text. <p>RI.2.3.</p>
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<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p> <p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p> <p>RF.2.4.Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Making Connections</p> <p>A. Historical Events</p> <ol style="list-style-type: none"> 1. Identify how different historical events link together in a text. 2. Identify text details of historical events that are chronological or sequential in a text. 3. Identify events that are chronological or sequential in a text about historical events. 4. Identify ideas that are chronological or sequential in a text about historical events. 5. Retell chronological or sequential text details about historical events in the appropriate order. 6. Compare and contrast ideas about historical events from the text. <p>B. Scientific Ideas/Concepts</p> <ol style="list-style-type: none"> 7. Identify how different scientific ideas or concepts link together in a text. 8. Identify text details of scientific ideas or concepts that are chronological or sequential in a text. 9. Identify events that are chronological or sequential in a text about scientific ideas or concepts. 10. Identify ideas that are chronological or sequential in a text about scientific ideas or concepts. 11. Retell chronological or sequential text details about scientific ideas or concepts in the appropriate order. 12. Compare and contrast ideas about scientific ideas or concepts from the text. <p>RL.2.4.</p> <p>A. Poem</p>
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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 grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

1. Analyze how words and phrases provide meaning to a poem.
2. Identify the parts of the poem that rhyme.
3. Identify the parts of the poem that show the beat.
4. Tell which part of a poem shows alliteration.

B. Story

5. Analyze how words and phrases provide meaning to a story.
6. Identify the parts of the story that rhyme.
7. Identify the parts of the story that show the beat.
8. Tell which part of a story shows alliteration.

C. Song

9. Analyze how words and phrases provide meaning to a song.
10. Identify the parts of the song that rhyme.
11. Identify the parts of the song that show the beat.
12. Tell which part of a song shows alliteration.

RI.2.4.

A. Word Meaning

1. Explain the meaning of words specific to grade 2 topics.
2. Explain the meaning of phrases specific to grade 2 topics.

RI.2.6.

A. Points of View

1. Explain how characters have different points of view.
2. Explain how the characters think about the events.
3. Explain how the characters feel about the events.

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

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1.A.** Use collective nouns (e.g., group). **L.2.1.B.** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

4. Identify any characters that have similar points of view.
5. Identify any characters that have different points of view.
6. Speak as the character's voice when reading out loud.
7. Explain why a character has a different point of view in a story.

RI.2.8.

A. Main Points in A Text

1. Identify the main points in a text.
2. Identify reasons that the author uses to support the main points in a text.
3. Explain how the author uses the reasons to support the main points in a text.
4. Explain why the author uses the reasons to support the main points in a text.

RI.2.9.

A. Compare and Contrast

1. Identify similarities of events in different versions of the same story.
2. Identify differences of events in different versions of the same story.
3. Identify similarities in characters in different versions of the same story.
4. Identify differences in characters in different versions of the same story.

<p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English</p> <p>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.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<ol style="list-style-type: none"> 5. Compare two versions of the same story by different authors. 6. Contrast two versions of the same story by different authors. 7. Compare two versions of the same story from different cultures. 8. Contrast two versions of the same story from different cultures. <p>RI.2.9.</p> <p>A. Important Points</p> <ol style="list-style-type: none"> 1. Identify the most important points in the text. 2. Find similarities in the most important points of two texts when reading texts on the same topic. 3. Find differences in the most important points of two texts when reading texts on the same topic. <p>RL.2.10</p> <p>A. Read and Comprehend Stories</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in stories. 2. Read various types of stories proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of stories independently within the grades 2-3 complexity band. 4. Read various types of stories closely within the grades 2-3 complexity band, with scaffolding as needed. <p>B. Read and Comprehend Poetry</p> <ol style="list-style-type: none"> 5. Demonstrate good reading habits in poetry.
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L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.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).

6. Read various types of poems proficiently within the grades 2-3 complexity band, with scaffolding as needed.
7. Read various types of poems independently within the grades 2-3 complexity band.
8. Read various types of poems closely within the grades 2-3 complexity band, with scaffolding as needed.

RI.2.10.

A. Read and Comprehend Informational Texts

1. Demonstrate good reading habits in informational text.
2. Read various types of informational texts proficiently within the grades 2-3 complexity band, with scaffolding as needed.
3. Read various types of informational texts independently within the grades 2-3 complexity band.
4. Read various types of informational texts closely within the grades 2-3 complexity band, with scaffolding as needed.

RF.2.3.

1. Identify typical vowel combinations.
2. Demonstrate ability to pronounce and spell words with vowel teams.
3. Utilize strategies for decoding words with affixes in texts.
4. Utilize strategies for decoding irregularly-spelled words in texts.

	<ol style="list-style-type: none">5. Determine if the word looks and sounds right and makes sense.6. Search for chunks and say them.7. Focus on the beginning and/or end of the word and try again, when having difficulty. <p>RF.2.4.</p> <ol style="list-style-type: none">1. Understand grade-level text when reading.2. Read grade-level text aloud, making minimal errors.3. Use an appropriate rate when reading aloud.4. Use appropriate expression and inflection when reading text aloud.5. Use appropriate self-correction strategies to read words and for understanding.6. Reread text to better understand what was read, when necessary. <p>9.1.4.A.3</p> <ol style="list-style-type: none">1. Review what income is.2. Describe ways a person can make money.3. Explain what “spending” means.4. Explain how take-home pay is less than your salary and list the reasons why.
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	<p>Lesson:</p> <p>*Discuss to reflect on all of Wonders Unit 3 Week 4 and Unit 4 Week 1 readings.</p> <ul style="list-style-type: none"> ● Talk about how the various types of places studied in the various stories this week might have different jobs/ways of earning money. ● Determine what jobs could be created through having the different types of weather or landforms within a location (i.e. tornadoes, clouds, rain forest, savannas) <p>Use the following lesson plans titled “Spend, Save, Invest, or Donate” and “Thinking About Money” as a guide to connect students to the story and standard:</p> <p>https://www.learningtogive.org/units/money-smart-children-2nd-grade</p> <p>Follow Sonday Essentials Scope and Sequence to meet RF.2.3 Standards:</p> <p>Unit 4 = 25 Days of Instruction (5 Weeks)</p> <ul style="list-style-type: none"> ● Lessons 76- 80: all, oy, oi Sight Words: again, against, they'd, there'd ● Lessons 81-84: wh Sight Words: many, both, could've, would've, should've ● Lessons 86 - 90: ow, Suffixes: -er, -ing
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	<ul style="list-style-type: none"> ● Sight Words: buy, sure, he's, she's ● Lessons 91-95: tch, -ch ● Sight Words: always, busy, we've, we're
Writing Tasks	
Portfolio Pieces: <ul style="list-style-type: none"> ● Writing Task: Realistic Fiction <ul style="list-style-type: none"> ● Unit 4, Realistic Fiction (Student Models) ● Unit 4, Realistic Fiction (Rubric and Anchor Papers) ● Unit 4, Realistic Fiction (ELL Resources) ● Unit 4, Free Verse Poem (Student Models) ● Unit 4, Free Verse Poem (Rubric and Anchor Papers) ● Unit 4, Free Verse Poem (ELL Resources) ● Writing Prompts/Sentence Starters/Journals 	Grammar & Vocabulary: <ul style="list-style-type: none"> ● Use nouns, pronouns, verbs, adjectives, and adverbs in writing ● Use capitalization, punctuation, and spelling when writing ● Capitalize appropriate words in titles ● Incorporate unit vocabulary words in writing Routine Writing: <ul style="list-style-type: none"> ● Exit Ticket ● Quick Write ● Book Review ● Note Taking
Content Vocabulary	
<p>Weeks 1 & 2: common, costume, customs, favorite, parade, surrounded, travels, wonder</p> <p>Weeks 3 & 4: active, Earth, explode, island, local, properties, solid, steep</p> <p>Week 5: drops, excite, outdoors, pale</p>	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions 	<ul style="list-style-type: none"> ● Create audio recordings ● Class debates ● Readers' Theater ● Oral Report ● Literature Circle

<ul style="list-style-type: none"> • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading • Oral response to questions • Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Science: Students will learn about the Water Cycle. They will write a list of questions about the water cycle and decide on a research question. Partners will create a diagram that shows the water cycle.</p>	
Academic Vocabulary	
<p>Comprehension: Context Clues, Author's Purpose, Compare and Contrast Text Features: Maps, Titles, Headings, Bold Print Vocabulary: Synonyms, Antonyms</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III)</p> <ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units 	<p>(Tier II)</p> <ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units

<ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental supports. ● Pre teach vocabulary and terms. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide extra time for completing tasks, checklists and other tasks. ● Provide samples and model each step of the writing process as needed. ● Access to word/picture banks for reference. 	<ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>
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<p>Resources:Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 3- Decodable Reader 1</u></p> <p><u>Tier 3- Decodable Reader 2</u></p> <p><u>Tier 3- Decodable Reader 3</u></p> <p><u>Tier 3- Decodable Reader 4</u></p> <p><u>Tier 3- Decodable Reader 5</u></p> <p><u>Tier 3- Decodable Reader 6</u></p> <p><u>Tier 3- Decodable Reader 7</u></p> <p><u>Tier 3- Decodable Reader 8</u></p> <p><u>Tier 3- Decodable Reader 9</u></p> <p><u>Tier 3- Foundational Skills Assessment Book</u></p> <p><u>Tier 3 - Practice Book Teacher Annotated Version</u></p> <p><u>Tier 3- Practice Book Reproducible Pages</u></p> <p><u>Tier 3 - Lesson Cards</u></p>	
<p>Modifications/Accommodations for Students with 504s</p>	<p>Modifications/Accommodations for English Language Learners</p>
<p>(Tier II)</p> <ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers

<ul style="list-style-type: none"> • Use sticky notes to annotate <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <ul style="list-style-type: none"> • <u>Tier 2- Vocabulary</u> • <u>Tier 2- Comprehension</u> • <u>Tier 2-Fluency</u> • <u>Tier 2-Phonemic Awareness</u> • <u>Tier 2- Phonological Awareness</u> • <u>Tier 2- Phonics/Word Study</u> 	<p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>ELL Newcomer Visuals</u></p> <p><u>ELL Newcomer Cards</u></p> <p><u>ELL Newcomer Teachers Guide</u></p> <p><u>ELL Newcomer Start Smart</u></p> <p><u>ELL Newcomer Unit 1</u></p> <p><u>ELL Newcomer Unit 2</u></p> <p><u>ELL Newcomer Unit 3</u></p> <p><u>ELL Newcomer Unit 4</u></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> • Extend activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment • Higher-Level Text 	<p>Required:</p> <ul style="list-style-type: none"> • Do Now/Warm-Up • Whole Group • Small Groups • Guided Practice • Independent Practice • Measurable Objective • Identify and review objectives for lesson • Centers • Guided Reading utilizing Before, During, and After activities • Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> • Projects • Academic Games

	<ul style="list-style-type: none"> • Daily 5
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Unit # 5	
Unit Title:	Let's Make a Difference
Reading Genre(s)	<p>Week 1&2: Biography</p> <p>Weeks 3&4: Realistic Fiction</p> <p>Weeks 5: Persuasive Text</p>
Writing Tasks	<p>Respond to Reading: Weeks 1-4</p> <p>Writing Process:</p> <ul style="list-style-type: none"> • Write to Sources: Opinion Essay • Week 1 & 2: Analyze the Rubric; Rubric Minilesson; Opinion Statement, Analyze the Student Model • Week 3 & 4: Analyze the Prompt, Analyze the Sources: “Future Volunteers”, “Kids Volunteer”; Plan: Organize Ideas, Draft: Relevant Evidence, Revise: Peer Conferences • Week 5: Analyze the Rubric: Rubric Minilesson; Transitional Words; Analyze the Student Model <p>Mechanic/Grammar:</p> <ul style="list-style-type: none"> • Week 1: Pronouns (Singular/Plural); Capitalizing the pronoun <i>I</i> • Week 2: Subjective, Objective, Possessive Pronouns; Commas in Dates • Week 3: Pronoun-Verb Agreement; Capitalization of Proper Nouns (days of the week, months, locations, names, holidays, name of school) • Week 4: Possessive Pronouns and Reflexive Pronouns; Letter Punctuation • Week 5: Contractions; Contractions with Pronouns/Possessive Pronouns

Recommended Pacing	5 Weeks
Unit Summary	<p>As citizens of a community we can make a difference through our actions and choices. Throughout this unit students will read various texts about making a difference in our world. Students will read biography, realistic fiction, and persuasive texts to explore what types of heroes there are in our world. They will also have the opportunity to respond to reading while analyzing character's perspective and author's purpose.</p> <p>Phonics will be reinforced by using the district-approved Soudy Essentials Program.</p> <p>In writer's workshop students will use the writing process and mentor texts to write opinion essays. They will express their opinions and provide reasons to support them. Students will continue to incorporate grammar skills into their writing. In this unit they will focus on incorporating pronouns (possessive, reflexive, subjective and objective) as well as contractions.</p> <p>At the end of the unit students will be able to answer how people in our world can make a difference in the lives of others. Students will answer the questions: What do heroes do? What do good citizens do? Why are rules important?</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. •</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>

	9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
Computer Science and Design Thinking (Technology)	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p>
Amistad	Addressed in text <i>Brave Bessie</i>
Holocaust	Addressed in text <i>A Colorful Problem</i>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Cesar Chavez</i> and <i>Rudy Garcia-Tolson</i> .

Enduring Understandings	Essential Questions
<p>Reading: Students will understand that:</p> <ul style="list-style-type: none"> • Good readers develop a deeper understanding through reflection of a text. • Good readers develop comprehension skills through the use of strategies such as summarizing, rereading, and making and confirming predictions. • Reading a variety of texts can teach us how people can make a difference in the lives of others. 	<p>Week 1 & 2 Essential Question: What do heroes do?</p> <p>Week 3 & 4 Essential Question: What do good citizens do?</p> <p>Week 5 Essential Question: Why are rules important?</p>

<p><i>Writing:</i> Students will understand that:</p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, and communicating. • Good writer's have a detailed plan and structure when developing their writing. 	
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> • Leveled Readers - <u>Wonders</u> • <u>Wonders</u>- Reading/Writing Companion • Intervention Letter Cards <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><u>Sonday Essentials 2:</u></p> <ul style="list-style-type: none"> • Daily Lessons • Sound Cards • Sight Word Cards 	<p>Supplementary Resources:</p> <ul style="list-style-type: none"> • <u>I Can Statements</u> • <u>Read Write Think</u> • <u>ReadWorks</u> • <u>Scholastic</u> • <u>Teaching Skills with Children's Literature as Mentor Text</u> • <u>Core Standards: Appendix B</u>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> • iReady • Wonders BiWeekly Progress Monitoring Assessments • Sonday Essentials Mastery Checks • Anecdotal Records 	<ul style="list-style-type: none"> • iReady Diagnostic Benchmarks • Unit Pre/Post Assessment Scholastics in Linkit • Writing Assessment- On Demand • Lexile identified through iReady Data/Wonders Oral Reading Fluency

Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>RL.2.1. RI.2.1.</p> <p>D. Ask and Answer Why?</p> <ol style="list-style-type: none"> 13. Create questions about an important idea asking “why” within a text. 14. Respond to questions asking “why” to demonstrate understanding of key details.

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

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.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

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.

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

15. Utilize textual evidence to support thinking when asking and answering questions about “why” within the text.

E. Ask and Answer How?

16. Create questions about an important idea asking “how” within a text.

17. Respond to questions asking “how” to demonstrate understanding of key details.

18. Utilize textual evidence to support thinking when asking and answering questions about “how” within the text.

RL.2.2.

A. Summarize

1. Recount stories

B. Central Message/Theme

2. Identify the central message/theme in a fable.

3. Identify the central message in a folktale.

C. Lesson / Moral

4. Tell the lesson or moral of any story.

5. Tell the lesson or moral of a fable.

RI.2.2.

Main Topic

A. Multi-Paragraph Text

1. Identify the main idea of a multi-paragraph text.

2. Identify the overall focus of a multi-paragraph text.

3. Tell the details that lead to the main idea in a multi-paragraph text.

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

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

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

RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.

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

RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)

RF.2.4.Read with sufficient accuracy and fluency to support comprehension. **RF.2.4.A.** Read grade-level text with purpose and understanding. **RF.2.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

B. Text (any)

4. Identify the main idea of a text.
5. Identify the overall focus of a text.
6. Tell the details that lead to the main idea in a text.

RI.2.3.

Making Connections

A. Historical Events

1. Identify how different historical events link together in a text.
2. Identify text details of historical events that are chronological or sequential in a text.
3. Identify events that are chronological or sequential in a text about historical events.
4. Identify ideas that are chronological or sequential in a text about historical events.
5. Retell chronological or sequential text details about historical events in the appropriate order.
6. Compare and contrast ideas about historical events from the text.

B. Scientific Ideas/Concepts

7. Identify how different scientific ideas or concepts link together in a text.
8. Identify text details of scientific ideas or concepts that are chronological or sequential in a text.
9. Identify events that are chronological or sequential in a text about scientific ideas or concepts.
10. Identify ideas that are chronological or sequential in a text about scientific ideas or concepts.

RF.2.4.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 concluding statement or section. [3 lessons]

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [1 lesson]

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). [1 lesson]

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

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [10 lessons]

L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [17 lessons]

L.2.2 Demonstrate command of the conventions of standard

11. Retell chronological or sequential text details about scientific ideas or concepts in the appropriate order.
12. Compare and contrast ideas about scientific ideas or concepts from the text.

RL.2.4.

A. Poem

1. Analyze how words and phrases provide meaning to a poem.
2. Identify the parts of the poem that rhyme.
3. Identify the parts of the poem that show the beat.
4. Tell which part of a poem shows alliteration.

B. Story

5. Analyze how words and phrases provide meaning to a story.
6. Identify the parts of the story that rhyme.
7. Identify the parts of the story that show the beat.
8. Tell which part of a story shows alliteration.

C. Song

9. Analyze how words and phrases provide meaning to a song.
10. Identify the parts of the song that rhyme.
11. Identify the parts of the song that show the beat.
12. Tell which part of a song shows alliteration.

RI.2.4.

A. Word Meaning

1. Explain the meaning of words specific to grade 2 topics.
2. Explain the meaning of phrases specific to grade 2 topics.

English capitalization, punctuation, and spelling when writing. [10 lessons]

L.2.2d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]

L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [5 lessons]

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [8 lessons]

L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [5 lessons]

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). [16 lessons]

RL.2.6.

A. Points of View

1. Explain how characters have different points of view.
2. Explain how the characters think about the events.
3. Explain how the characters feel about the events.
4. Identify any characters that have similar points of view.
5. Identify any characters that have different points of view.
6. Speak as the character's voice when reading out loud.
7. Explain why a character has a different point of view in a story.

RI.2.8.

A. Main Points in A Text

1. Identify the main points in a text.
2. Identify reasons that the author uses to support the main points in a text.
3. Explain how the author uses the reasons to support the main points in a text.
4. Explain why the author uses the reasons to support the main points in a text.

RL.2.9.

A. Compare and Contrast

	<ol style="list-style-type: none"> 1. Identify similarities of events in different versions of the same story. 2. Identify differences of events in different versions of the same story. 3. Identify similarities in characters in different versions of the same story. 4. Identify differences in characters in different versions of the same story. 5. Compare two versions of the same story by different authors. 6. Contrast two versions of the same story by different authors. 7. Compare two versions of the same story from different cultures. 8. Contrast two versions of the same story from different cultures. <p>RI.2.9.</p> <p>A. Important Points</p> <ol style="list-style-type: none"> 1. Identify the most important points in the text. 2. Find similarities in the most important points of two texts when reading texts on the same topic. 3. Find differences in the most important points of two texts when reading texts on the same topic. <p>RL.2.10</p> <p>A. Read and Comprehend Stories</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in stories. 2. Read various types of stories proficiently within the grades 2-3 complexity band, with scaffolding as needed.
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	<ol style="list-style-type: none"> 3. Read various types of stories independently within the grades 2-3 complexity band. 4. Read various types of stories closely within the grades 2-3 complexity band, with scaffolding as needed. <p>B. Read and Comprehend Poetry</p> <ol style="list-style-type: none"> 5. Demonstrate good reading habits in poetry. 6. Read various types of poems proficiently within the grades 2-3 complexity band, with scaffolding as needed. 7. Read various types of poems independently within the grades 2-3 complexity band. 8. Read various types of poems closely within the grades 2-3 complexity band, with scaffolding as needed. <p>RI.2.10.</p> <p>A. Read and Comprehend Informational Texts</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in informational text. 2. Read various types of informational texts proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of informational texts independently within the grades 2-3 complexity band. 4. Read various types of informational texts closely within the grades 2-3 complexity band, with scaffolding as needed. <p>RF.2.3.</p>
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	<ol style="list-style-type: none"> 1. Identify typical vowel combinations. 2. Demonstrate ability to pronounce and spell words with vowel teams. 3. Utilize strategies for decoding words with affixes in texts. 4. Utilize strategies for decoding irregularly-spelled words in texts. 5. Determine if the word looks and sounds right and makes sense. 6. Search for chunks and say them. 7. Focus on the beginning and/or end of the word and try again, when having difficulty. <p>RF.2.4.</p> <ol style="list-style-type: none"> 1. Understand grade-level text when reading. 2. Read grade-level text aloud, making minimal errors. 3. Use an appropriate rate when reading aloud. 4. Use appropriate expression and inflection when reading text aloud. 5. Use appropriate self-correction strategies to read words and for understanding. 6. Reread text to better understand what was read, when necessary. <p>9.1.4.A.3</p>
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	<ol style="list-style-type: none"> 1. Review what income is. 2. Describe ways a person can make money. 3. Explain what “spending” means. 4. Explain how take-home pay is less than your salary and list the reasons why. <p>Lesson:</p> <p>*Discuss to reflect on all of Wonders Unit 3 Week 4 and Unit 4 Week 1 readings.</p> <ul style="list-style-type: none"> • Talk about how the various types of places studied in the various stories this week might have different jobs/ways of earning money. • Determine what jobs could be created through having the different types of weather or landforms within a location (i.e. tornadoes, clouds, rain forest, savannas) <p>Use the following lesson plans titled “Spend, Save, Invest, or Donate” and “Thinking About Money” as a guide to connect students to the story and standard:</p> <p>https://www.learningtogive.org/units/money-smart-children-2nd-grade</p> <p>Follow Sonday Essentials Scope and Sequence to meet RF.2.3 Standards:</p> <p>Unit 5 = 25 Days of Instruction (5 Weeks)</p>
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	<ul style="list-style-type: none"> • Lessons 91-95: dge, oo (book) Sight Words: pull, full, he'll, she'll, we'll • Lessons 96-100: aw, oa Sight Words: put, push, bush, he'd, she'd, we'd • Lessons 101-105: ear, Suffixes: -s, -es Sight Words: door, floor • Lessons 106-110: ai, ir • Lessons 111-115: soft c, soft g Sight Words: other, mother, brother
Writing Tasks	
<p>Portfolio Pieces:</p> <ul style="list-style-type: none"> • Writing Task: Opinion Essay <ul style="list-style-type: none"> • Unit 5, Opinion Writing Project 1 (Student Models) • Unit 5, Opinion Writing Project 1 (Student Model Sources) • Unit 5, Opinion Writing Project 1 (Rubric and Anchor Papers) • Unit 5, Opinion Writing Project 1 (ELL Resources) • Unit 5, Opinion Writing Project 2 (Student Models) • Unit 5, Opinion Writing Project 2 (Student Model Sources) • Unit 5, Opinion Writing Project 2 (Rubric and Anchor Papers) • Unit 5, Opinion Writing Project 2 (ELL Resources)a • Opinion Writing - Take Notes (ELL Resources) • Writing Prompts/Sentence Starters/Journals 	<p>Grammar & Vocabulary:</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, and adverbs in writing • Use capitalization, punctuation, and spelling when writing • Capitalize appropriate words in titles • Incorporate unit vocabulary words in writing <p>Routine Writing:</p> <ul style="list-style-type: none"> • Exit Ticket • Quick Write • Book Review • Note Taking
Content Vocabulary	
<p>Weeks 1 & 2: agree, challenging, discover, heroes, interest, perform, study, succeed</p> <p>Weeks 3 & 4: champion, determined, issues, promises, responsibility, right, volunteered, votes</p> <p>Week 5: exclaimed, finally, form, history, public, rules, united, writers</p>	

Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> • Whole group discussion • Pair-Share • Small group discussions • Teacher directed discussions • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading • Oral response to questions • Book talk 	<ul style="list-style-type: none"> • Create audio recordings • Class debates • Readers' Theater • Oral Report • Literature Circle
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Social Studies: research an American hero and learn about that person's life and why the person is important. Then they will create a poster to share what they learned. Show examples of informational posters and note that posters often include the following features:</p> <ul style="list-style-type: none"> • a title that tells the topic of the poster • headings that tell the topics of sections 	<p>https://www.teachervision.com/themes/heroes</p>

<ul style="list-style-type: none"> • text features, such as photos, drawings, or maps, that illustrate information 	
Academic Vocabulary	
<p>Comprehension: Summarize, Author's Purpose, Character Perspective, Author's Opinion</p> <p>Text Features: Bold Print, Timelines, Graphic Features, Callouts</p> <p>Vocabulary: Synonyms, Idioms</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III)</p> <ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content 	<p>(Tier II)</p> <ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p>

<ul style="list-style-type: none"> • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers <ul style="list-style-type: none"> • Review student individual educational plan for instructional, assessment, and environmental supports. • Pre teach vocabulary and terms. • Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. • Provide extra time for completing tasks, checklists and other tasks. • Provide samples and model each step of the writing process as needed. • Access to word/picture banks for reference. <p>Resources:Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 3- Decodable Reader 1</u></p> <p><u>Tier 3- Decodable Reader 2</u></p> <p><u>Tier 3- Decodable Reader 3</u></p> <p><u>Tier 3- Decodable Reader 4</u></p> <p><u>Tier 3- Decodable Reader 5</u></p> <p><u>Tier 3- Decodable Reader 6</u></p> <p><u>Tier 3- Decodable Reader 7</u></p> <p><u>Tier 3- Decodable Reader 8</u></p> <p><u>Tier 3- Decodable Reader 9</u></p> <p><u>Tier 3- Foundational Skills Assessment Book</u></p> <p><u>Tier 3 - Practice Book Teacher Annotated Version</u></p> <p><u>Tier 3- Practice Book Reproducible Pages</u></p> <p><u>Tier 3 - Lesson Cards</u></p>	<p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>
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Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p>(Tier II)</p> <ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <ul style="list-style-type: none"> ● <u>Tier 2- Vocabulary</u> ● <u>Tier 2- Comprehension</u> ● <u>Tier 2-Fluency</u> ● <u>Tier 2-Phonemic Awareness</u> ● <u>Tier 2- Phonological Awareness</u> ● <u>Tier 2- Phonics/Word Study</u> 	<p>(ELL/Newcomer) Resources:</p> <p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>ELL Newcomer Visuals</u> <u>ELL Newcomer Cards</u> <u>ELL Newcomer Teachers Guide</u> <u>ELL Newcomer Start Smart</u> <u>ELL Newcomer Unit 1</u> <u>ELL Newcomer Unit 2</u> <u>ELL Newcomer Unit 3</u> <u>ELL Newcomer Unit 4</u></p>

Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> • Extend activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment • Higher-Level Text 	<p>Required:</p> <ul style="list-style-type: none"> • Do Now/Warm-Up • Whole Group • Small Groups • Guided Practice • Independent Practice • Measurable Objective • Identify and review objectives for lesson • Centers • Guided Reading utilizing Before, During, and After activities • Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> • Projects • Academic Games • Daily 5

Unit # 6	
Unit Title:	How on Earth?

Reading Genre(s)	<p>Week 1&2: Expository Text</p> <p>Weeks 3&4: Drama/Myth</p> <p>Weeks 5: Poetry</p>
Writing Tasks	<p>Respond to Reading: Weeks 1-4</p> <p>Writing Process:</p> <ul style="list-style-type: none"> Expository Essay ● Week 1 & 2: Expert Model: Expository Essay, Analyze the Rubric; Rubric Minilesson: Central Idea, Analyze the Student Model ● Week 3 & 4: <ul style="list-style-type: none"> ○ Analyze the Prompt and Sources ○ Plan: Organize Ideas, Draft: Elaborate Techniques, Revise: Peer Conferences, Edit and Proofread ● Week 5: Analyze the Rubric, Rubric Minilesson: Conclusion, Analyze the Student Model <p>Mechanic/Grammar:</p> <ul style="list-style-type: none"> ● Week 1: Adjectives (including articles); Abbreviations ● Week 2: Articles and <i>this, that, these, and those</i>; Commas in Dates ● Week 3: Adjectives That Compare; Apostrophes ● Week 4: Adverbs; Names and Titles ● Week 5: Prepositions and Prepositional Phrases; Quoting Sources
Recommended Pacing	5 Weeks
Unit Summary	In this unit, students will read expository texts, poetry, and drama/myth that focus on and build knowledge about how people use money. They will read, write, and talk about how money is made and the importance of money in our society. Throughout the unit, they will use the stories and texts to summarize what they read and find the central idea and relevant

	<p>details. Students will have an opportunity to look at character’s perspective by analyzing their words and actions in a drama about the first olive tree in ancient Greece.</p> <p>Phonics will be reinforced by using the district-approved Soday Essentials Program.</p> <p>In writer’s workshop students will use the writing process and mentor texts to write expository essays. They will analyze student models to understand the structure of an essay. Students will continue to incorporate grammar skills into their writing. In this unit they will focus on incorporating adjectives, adverbs, prepositions and prepositional phrases.</p> <p>By the end of the unit, students will be able to answer the questions: How do we use money? What do myths help us understand? Where can your imagination take you?</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money.</p> <p>9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p>

Computer Science and Design Thinking (Technology)	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Amistad	Addressed in Unit 5
Holocaust	Addressed in Unit 5
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>The Contest of Athena and Poseidon</i> and <i>The Starry Asters</i> .

Enduring Understandings	Essential Questions
<p>Reading: Students will understand that:</p> <ul style="list-style-type: none"> • Good readers develop a deeper understanding through reflection of a text. • Good readers develop comprehension skills through the use of strategies such as summarizing, rereading, and making and confirming predictions. • Reading a variety of texts can teach us important life lessons. <p>Writing: Students will understand that:</p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, and communicating. 	<p>Week 1 & 2 Essential Question: How do we use money?</p> <p>Week 3 & 4 Essential Question: What do myths help us understand?</p> <p>Week 5 Essential Question: Where can your imagination take you?</p>

<ul style="list-style-type: none"> • Good writer's have a detailed plan and structure when developing their writing. 	
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> • Leveled Readers - <u>Wonders</u> • <u>Wonders</u>- Reading/Writing Companion • Intervention Letter Cards <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><u>Sonday Essentials 2</u>:</p> <ul style="list-style-type: none"> • Daily Lessons • Sound Cards • Sight Word Cards 	<p>Supplementary Resources:</p> <ul style="list-style-type: none"> • <u>I Can Statements</u> • <u>Read Write Think</u> • <u>ReadWorks</u> • <u>Scholastic</u> • <u>Teaching Skills with Children's Literature as Mentor Text</u> • <u>Core Standards: Appendix B</u>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> • iReady • Wonders BiWeekly Progress Monitoring Assessments • Sonday Essentials Mastery Checks • Anecdotal Records 	<ul style="list-style-type: none"> • iReady Diagnostic Benchmarks • Unit Pre/Post Assessment Scholastics in Linkit • Writing Assessment- On Demand • Lexile identified through iReady Data/Wonders Oral Reading Fluency
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences 	<ul style="list-style-type: none"> • Managing response rates

<ul style="list-style-type: none"> ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>RL.2.1. RI.2.1.</p> <p>A. Who?</p> <ol style="list-style-type: none"> 1. Create questions about an important idea asking “who” within a text. 2. Respond to questions asking “who” to demonstrate understanding of key details. 3. Utilize textual evidence to support thinking when asking and answering questions about “who” within the text. <p>B. What?</p> <ol style="list-style-type: none"> 4. Create questions about an important idea asking “what” within a text.

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

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. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

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

5. Respond to questions asking “what” to demonstrate understanding of key details.
6. Utilize textual evidence to support thinking when asking and answering questions about “what” within the text.

C. Where?

7. Create questions about an important idea asking “where” within a text.
8. Respond to questions asking “where” to demonstrate understanding of key details.
9. Utilize textual evidence to support thinking when asking and answering questions about “where” within the text.

D. When?

10. Create questions about an important idea asking “when” within a text.
11. Respond to questions asking “when” to demonstrate understanding of key details.
12. Utilize textual evidence to support thinking when asking and answering questions about “when” within the text.

E. Why?

13. Create questions about an important idea asking “why” within a text.
14. Respond to questions asking “why” to demonstrate understanding of key details.
15. Utilize textual evidence to support thinking when asking and answering questions about “why” within the text.

F. How?

16. Create questions about an important idea asking “how” within a text.

<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p> <p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p>	<p>17. Respond to questions asking “how” to demonstrate understanding of key details.</p> <p>18. Utilize textual evidence to support thinking when asking and answering questions about “how” within the text.</p> <p>RL.2.2.</p> <p>A. <u>Summarize</u></p> <p>1. Recount stories</p> <p>B. <u>Central Message/Theme</u></p> <p>2. Identify the central message/theme in a fable.</p> <p>3. Identify the central message in a folktale.</p> <p>C. <u>Lesson / Moral</u></p> <p>4. Tell the lesson or moral of any story.</p> <p>5. Tell the lesson or moral of a fable.</p> <p>RI.2.2.</p> <p>Main Topic</p> <p>A. <u>Multi-Paragraph Text</u></p> <p>1. Identify the main idea of a multi-paragraph text.</p> <p>2. Identify the overall focus of a multi-paragraph text.</p> <p>3. Tell the details that lead to the main idea in a multi-paragraph text.</p>
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RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)

RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)

RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)

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

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).

B. Text (any)

4. Identify the main idea of a text.
5. Identify the overall focus of a text.
6. Tell the details that lead to the main idea in a text.

RI.2.3.

Making Connections

A. Historical Events

1. Identify how different historical events link together in a text.
2. Identify text details of historical events that are chronological or sequential in a text.
3. Identify events that are chronological or sequential in a text about historical events.
4. Identify ideas that are chronological or sequential in a text about historical events.
5. Retell chronological or sequential text details about historical events in the appropriate order.
6. Compare and contrast ideas about historical events from the text.

B. Scientific Ideas/Concepts

7. Identify how different scientific ideas or concepts link together in a text.
8. Identify text details of scientific ideas or concepts that are chronological or sequential in a text.

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 grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

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.

9. Identify events that are chronological or sequential in a text about scientific ideas or concepts.
10. Identify ideas that are chronological or sequential in a text about scientific ideas or concepts.
11. Retell chronological or sequential text details about scientific ideas or concepts in the appropriate order.
12. Compare and contrast ideas about scientific ideas or concepts from the text.

C. Steps in Technical Procedures

13. Identify how different “how to” procedures link together in a text.
14. Identify text details of “how to” procedures that are chronological or sequential in a text.
15. Identify events that are chronological or sequential in a text about “how to” procedures.
16. Identify ideas that are chronological or sequential in a text about “how to” procedures.
17. Retell chronological or sequential text details about “how to” procedures in the appropriate order.
18. Compare and contrast ideas about “how to” procedures from the text.

RL.2.4.

A. Poem

1. Analyze how words and phrases provide meaning to a poem.
2. Identify the parts of the poem that rhyme.
3. Identify the parts of the poem that show the beat.
4. Tell which part of a poem shows alliteration.

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

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1.A.** Use collective nouns (e.g., group). **L.2.1.B.** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). **L.2.1.D.** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.1.E.** Use adjectives and adverbs, and choose between them depending on what is to be modified. **L.2.1.F.** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2.B.** Use commas in greetings and closings of letters. **L.2.2.D.** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2.E.** Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

B. Story

5. Analyze how words and phrases provide meaning to a story.
6. Identify the parts of the story that rhyme.
7. Identify the parts of the story that show the beat.
8. Tell which part of a story shows alliteration.

C. Song

9. Analyze how words and phrases provide meaning to a song.
10. Identify the parts of the song that rhyme.
11. Identify the parts of the song that show the beat.
12. Tell which part of a song shows alliteration.

RI.2.4.

A. Word Meaning

1. Explain the meaning of words specific to grade 2 topics.
2. Explain the meaning of phrases specific to grade 2 topics.

RI.2.6.

A. Points of View

1. Explain how characters have different points of view.
2. Explain how the characters think about the events.
3. Explain how the characters feel about the events.
4. Identify any characters that have similar points of view.

<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English</p> <p>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.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ol style="list-style-type: none"> 5. Identify any characters that have different points of view. 6. Speak as the character’s voice when reading out loud. 7. Explain why a character has a different point of view in a story. <p>RI.2.8.</p> <p>A. Main Points in A Text</p> <ol style="list-style-type: none"> 1. Identify the main points in a text. 2. Identify reasons that the author uses to support the main points in a text. 3. Explain how the author uses the reasons to support the main points in a text. 4. Explain why the author uses the reasons to support the main points in a text. <p>RI.2.9.</p> <p>A. Compare and Contrast</p> <ol style="list-style-type: none"> 1. Identify similarities of events in different versions of the same story. 2. Identify differences of events in different versions of the same story.
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L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.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).

3. Identify similarities in characters in different versions of the same story.
4. Identify differences in characters in different versions of the same story.
5. Compare two versions of the same story by different authors.
6. Contrast two versions of the same story by different authors.
7. Compare two versions of the same story from different cultures.
8. Contrast two versions of the same story from different cultures.

RI.2.9.

A. Important Points

1. Identify the most important points in the text.
2. Find similarities in the most important points of two texts when reading texts on the same topic.
3. Find differences in the most important points of two texts when reading texts on the same topic.

RI.2.10

A. Read and Comprehend Stories

1. Demonstrate good reading habits in stories.
2. Read various types of stories proficiently within the grades 2-3 complexity band, with scaffolding as needed.
3. Read various types of stories independently within the grades 2-3 complexity band.

	<ol style="list-style-type: none"> 4. Read various types of stories closely within the grades 2-3 complexity band, with scaffolding as needed. <p>B. Read and Comprehend Poetry</p> <ol style="list-style-type: none"> 5. Demonstrate good reading habits in poetry. 6. Read various types of poems proficiently within the grades 2-3 complexity band, with scaffolding as needed. 7. Read various types of poems independently within the grades 2-3 complexity band. 8. Read various types of poems closely within the grades 2-3 complexity band, with scaffolding as needed. <p>RI.2.10.</p> <p>A. Read and Comprehend Informational Texts</p> <ol style="list-style-type: none"> 1. Demonstrate good reading habits in informational text. 2. Read various types of informational texts proficiently within the grades 2-3 complexity band, with scaffolding as needed. 3. Read various types of informational texts independently within the grades 2-3 complexity band. 4. Read various types of informational texts closely within the grades 2-3 complexity band, with scaffolding as needed.
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	<p>RF.2.3.</p> <ol style="list-style-type: none"> 1. Identify typical vowel combinations. 2. Demonstrate ability to pronounce and spell words with vowel teams. 3. Utilize strategies for decoding words with affixes in texts. 4. Utilize strategies for decoding irregularly spelling-sound correspondence words in texts. 5. Utilize strategies for decoding irregularly-spelled words in texts. 6. Determine if the word looks and sounds right and makes sense. 7. Search for chunks and say them. 8. Focus on the beginning and/or end of the word and try again, when having difficulty. <p>RF.2.4.</p> <ol style="list-style-type: none"> 1. Understand grade-level text when reading. 2. Read grade-level text aloud, making minimal errors. 3. Use an appropriate rate when reading aloud. 4. Use appropriate expression and inflection when reading text aloud. 5. Use appropriate self-correction strategies to read words and for understanding. 6. Reread text to better understand what was read, when necessary.
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	<p>9.1.4.A.3 (continued)</p> <ol style="list-style-type: none"> 1. Review what income is. 2. Describe ways a person can make money. 3. Review what “spending” means. 4. Review how take-home pay is less than your salary and list the reasons why. <p>Lesson:</p> <p>*Discuss to reflect on all of Wonders Unit 6 Week 3 stories.</p> <ul style="list-style-type: none"> • Talk about what jobs in space tasks are and how much income an astronaut deserves based on their duties. • Compare the various jobs revolving around space. • Discuss the amount of spending this job might take. <p>Use the following lesson plans titled “Making Good Money Choices,” “Count On It!,” and “My Bank, My Budget, My Decisions!” as a guide to connect students to the story and standard:</p> <p>https://www.learningtogive.org/units/money-smart-children-2nd-grade</p> <p>Follow Sonday Essentials Scope and Sequence to meet RF.2.3 Standards:</p> <p>Unit 6 = 25 Days of Instruction (5 Weeks)</p>
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	<ul style="list-style-type: none"> • Lessons 116-120: soft c, soft g Sight Words: other, mother, brother • Lessons 121-125: igh, ea Sight Words: father, aunt • Lessons 126-130: ew, ou Sight Words: woman, women • Lessons 131-135: Introduction to Open, Closed, Silent E Syllables • Lessons 136-140: Syllable division patterns: vc/cv, v/cv Sight Words: friend <p>*Lessons 140-180 will be taught/assessed if there is time.</p> <p>Syllable division patterns: vc/v, vcccv Sight Words: people, pupil</p> <p>Syllable types: Vowel Pair, R control Sight Words: their, build</p> <p>Prefixes: in-, re-, Syllable division: base/suffix Sight Words: pint, shoe</p> <p>Prefixes: a-, un-, Syllable division: Prefix/base S Sight Words: walk, talk</p> <p>Prefixes: de-, be-, ex-, e- Sight Words: study, copy</p> <p>Suffix: -ed /ed/, /d/, /t/</p> <p>Review Syllable division patterns: vc/cv, v/cv, vc/v</p> <p>Review Syllable division patterns: vcccv, Syllable types: Vowel pair, R control</p>
Writing Tasks	

<p>Portfolio Pieces:</p> <ul style="list-style-type: none"> ● Writing Task: Expository Essay <ul style="list-style-type: none"> ● Unit 6, Expository Writing Project 1 (Student Models) ● Unit 6, Expository Writing Project 1 (Student Model Sources) ● Unit 6, Expository Writing Project 1 (Rubric and Anchor Papers) ● Unit 6, Expository Writing Project 1 (ELL Resources) ● Unit 6, Expository Writing Project 2 (Student Models) ● Unit 6, Expository Writing Project 2 (Student Model Sources) ● Unit 6, Expository Writing Project 2 (Rubric and Anchor Papers) ● Unit 6, Expository Writing Project 2 (ELL Resources) ● Expository Writing - Take notes (ELL Resources) ● Writing Prompts/Sentence Starters/Journals 	<p>Grammar & Vocabulary:</p> <ul style="list-style-type: none"> ● Use nouns, pronouns, verbs, adjectives, and adverbs in writing ● Use capitalization, punctuation, and spelling when writing ● Capitalize appropriate words in titles ● Incorporate unit vocabulary words in writing <p>Routine Writing:</p> <ul style="list-style-type: none"> ● Exit Ticket ● Quick Write ● Book Review ● Note Taking
<p style="text-align: center;">Content Vocabulary</p>	
<p style="text-align: center;"> Weeks 1 & 2: invented, money, prices, purchase, record, system, value, worth Weeks 3 & 4: appeared, crops, develop, edge, golden, rustled, shining, stages Week 5: create, dazzling, imagination, seconds </p>	
<p style="text-align: center;">Required Speaking and Listening</p>	<p style="text-align: center;">Suggested Speaking and Listening</p>
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques 	<ul style="list-style-type: none"> ● Create audio recordings ● Class debates ● Readers' Theater ● Oral Report ● Literature Circle

<ul style="list-style-type: none"> ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions ● Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Science: Students will research a plant to create a plant diagram. Their research should focus on answering the research question: <i>How do the parts of a plant work together to meet the plant's needs?</i></p> <p>Diagrams: Students should understand that there are many ways to present data, or facts, about something. One way to present data is in a diagram, which shows information with pictures and labels. Diagrams can also show the different parts of something and how they work together.</p>	<p>https://www.dkfindout.com/us/animals-and-nature/plants/parts-plant/</p> <p>https://mysteryscience.com/plants/mystery-2/water-sunlight-plant-growth/571</p>
Academic Vocabulary	
<p>Comprehension: Summarize, Theme</p> <p>Text Features: Bar Graphs, Stanzas</p> <p>Vocabulary: Figurative Language, Rhythm, Rhyme Schemes</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III)</p> <ul style="list-style-type: none"> ● Modify activities/assignments/projects 	<p>(Tier II)</p> <ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units

<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers ● Review student individual educational plan for instructional, assessment, and environmental supports. ● Pre teach vocabulary and terms. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide extra time for completing tasks, checklists and other tasks. 	<ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p><u>Tier 2- Vocabulary</u></p> <p><u>Tier 2- Comprehension</u></p> <p><u>Tier 2-Fluency</u></p> <p><u>Tier 2-Phonemic Awareness</u></p> <p><u>Tier 2- Phonological Awareness</u></p> <p><u>Tier 2- Phonics/Word Study</u></p>
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<ul style="list-style-type: none"> ● Provide samples and model each step of the writing process as needed. ● Access to word/picture banks for reference. <p>Resources:Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>Tier 3- Decodable Reader 1</u> <u>Tier 3- Decodable Reader 2</u> <u>Tier 3- Decodable Reader 3</u> <u>Tier 3- Decodable Reader 4</u> <u>Tier 3- Decodable Reader 5</u> <u>Tier 3- Decodable Reader 6</u> <u>Tier 3- Decodable Reader 7</u> <u>Tier 3- Decodable Reader 8</u> <u>Tier 3- Decodable Reader 9</u> <u>Tier 3- Foundational Skills Assessment Book</u> <u>Tier 3 - Practice Book Teacher Annotated Version</u> <u>Tier 3- Practice Book Reproducible Pages</u> <u>Tier 3 - Lesson Cards</u></p>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p>(Tier II)</p> <ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. 	<p>(ELL/Newcomer) All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work

<ul style="list-style-type: none"> • Oral reading & oral response options can be used for assignments. • Extra time for completing tasks, checklists and other tasks. • Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. • Provide samples and model each step of the writing process as needed. • Use sticky notes to annotate <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <ul style="list-style-type: none"> • <u>Tier 2- Vocabulary</u> • <u>Tier 2- Comprehension</u> • <u>Tier 2-Fluency</u> • <u>Tier 2-Phonemic Awareness</u> • <u>Tier 2- Phonological Awareness</u> • <u>Tier 2- Phonics/Word Study</u> 	<ul style="list-style-type: none"> • Student Mentor or Coach • Labeling • Word Banks • Sentence Starters, Sentence Frames • Graphic Organizers <p>Resources: Please see corresponding Unit and week to view suggested lessons and reproducibles.</p> <p><u>ELL Newcomer Visuals</u></p> <p><u>ELL Newcomer Cards</u></p> <p><u>ELL Newcomer Teachers Guide</u></p> <p><u>ELL Newcomer Start Smart</u></p> <p><u>ELL Newcomer Unit 1</u></p> <p><u>ELL Newcomer Unit 2</u></p> <p><u>ELL Newcomer Unit 3</u></p> <p><u>ELL Newcomer Unit 4</u></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> • Extend activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment 	<p>Required:</p> <ul style="list-style-type: none"> • Do Now/Warm-Up • Whole Group • Small Groups • Guided Practice • Independent Practice • Measurable Objective

<ul style="list-style-type: none"> Higher-Level Text 	<ul style="list-style-type: none"> Identify and review objectives for lesson Centers Guided Reading utilizing Before, During, and After activities Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> Projects Academic Games Daily 5
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