

Grade: 2	Course: ELA
Pacing Guide: 9 weeks	
Unit: 1 HMH Modules 1-3 HMH Writing Workshop Module 1: Personal Narrative	Big Idea: Module 1: How can being a good citizen make a difference to others?- “Exploring Characteristics of Good Citizens” Module 2: How does exploring help us understand the world around us? - “Discovering Our World” Module 3: How can people work out disagreements? - “Solving Problems and Others Points of View” Writer’s Workshop: How to Write a Personal Narrative
<i>Content Area NJSLs Performance Expectations Addressed</i>	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. • RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. • RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. • RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. • RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. • RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. • RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <p>Writing Domain:</p> <ul style="list-style-type: none"> • W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. 	

- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Speaking and Listening Domain

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain:

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - E. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.2.1. Demonstrate command of the conventions of writing.
 - A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Interdisciplinary Connections

Social Studies:

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Visual and Performing Arts:

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.NI.4: Explain why access to devices need to be secured

Career Readiness, Life Literacies, and Key Skills

21st Century Skills Standards:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Create questions about an important idea within the text using who, what, where, when, why, and/or how.
- Respond to questions asked to demonstrate understanding of key details.
- Utilize textual evidence to support thinking when asking and answering general questions.
- Identify the characters in the story.
- Identify key details in the story.
- Consider how characters are involved in a story.
- Analyze their reactions to story events.
- Identify how the characters solve the problem.
- Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- Describe the parts of a story (beginning and end).
- Describe how the parts of the story build from beginning to end.
- Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc., to analyze text information.
- Identify which text features help you find important information about what you're reading.
- Determine how text features (e.g., subheadings, glossaries, bold print, etc.) help you understand the text.
- Determine the text's main purpose according to what the author wants the reader to know.
- Explain how illustrations, pictures, and words provide a clearer understanding of character, setting, and plot.
- Utilize information from illustrations, diagrams, or images from informational text.
- Explain how illustrations, diagrams, or images clarify the text.
- Demonstrate good reading habits.
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band.
- Utilize strategies for decoding irregularly-spelled words in texts.
- Understand grade-level text when reading.
- Read grade-level text aloud, making minimal errors.
- Use an appropriate rate when reading aloud.
- Use appropriate expression and inflection when reading text aloud.
- Use appropriate self-correction strategies to read words and for understanding.
- Reread text to better understand what was read, when necessary.

Writing Domain:

- Include an introduction statement.
- Describe order of events using transition words (e.g., first, next, then, last).
- Choose descriptive words that match thinking, feelings, and actions.
- Incorporate simple and compound sentence structures.

- Use linking words (e.g., because, and, also).
- End with a closing statement.
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- Utilize conferences, checklist sheets, and peer editing.
- Reflect on writing.
- Publish writing both independently and with peers using digital tools.
- Use keyboarding techniques.

Speaking and Listening:

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- Assume various roles in conversations (e.g., participant, leader, and observer).
- Use norms of conversations (e.g., eye contact, taking turns, etc.).
- Connect comments to build on remarks of others.
- Ask questions and seek further explanations about topics and/or texts.
- Demonstrate careful listening in order to describe or recount what is heard.
- Describe key ideas or details from a text or presentation when presented orally.
- Articulate ideas (both verbally and in writing) using complete sentences and ideas.
- Provide details or clarifications when speaking as requested.

Language Domain:

- Write legibly with sufficient fluency to support composition.
- Write the most common graphemes (letters or letter groups) for each phoneme, including: Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck, Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh
- Define and identify collective nouns in sentences.
- Use collective nouns in student writing pieces.
- Identify irregular plural nouns used when reading, writing, or speaking.
- Classify plural nouns as regular or irregular.
- Form and use common irregular plural nouns.
- Identify reflexive pronouns when reading, writing, or speaking.
- Classify pronouns as reflexive.
- Accurately use reflexive pronouns when reading, writing, or speaking.
- Demonstrate command of the conventions of standard English capitalization when writing.
- Utilize reference materials and resources to correct one's own spelling.
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English.
- Use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words.
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Identify the connections of words to real-life experiences.
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text).
- Make purposeful language choices to communicate in an effective way.
- Utilize adjectives and adverbs to describe where necessary.

Academic Vocabulary

Question (who, what, where, when, why, how), Evidence, Characters, Key details, Story structure, Introduction, Conclusion, Text features, Main purpose, Illustrations, Informational text, Reading habits, Decoding strategies, Grade-level text, Expression, Inflection, Self-correction, Transition words, Descriptive words, Sentence structures, Linking words, Revision, Editing, Conferences, Peer editing, Reflection, Digital tools, Collaborative conversations, Roles in conversations, Norms of conversations, Remarks of others, Explanations, Listening, Oral presentation, Articulation, Details, Clarifications, Collective nouns, Plural nouns (regular, irregular), Reflexive pronouns, Standard English capitalization, Reference materials, Spelling correction, Writing styles, Language effects, Formal and informal English, Context clues, Compound words, Figurative language, Word relationships, Word meanings, Real-life connections, Vocabulary acquisition, Language choices, Adjectives, Adverbs

Essential Questions

- What are character traits, and how do they help us understand a character?
- How do character traits help us predict what a character might do next?
- What is the central idea in literary texts?
- How does this story remind me of something in my own life?
- How is this story similar to another book I have read?
- How does this story relate to things happening in the world around me?
- How can we use clues from a story to infer what is happening?
- How can we use evidence from a story to explain our thinking?
- What are some of the reasons author's write?
- Writing Workshop Personal Narrative : How can even the smallest action can lead to big results?
- How can I use my own experiences to tell a story?
- What details and descriptions help make my story more interesting?

Enduring Understandings

- Characters have specific traits that describe their personality, and these traits can be identified through their thoughts, words, and actions.
- Characters can change over time based on their experiences, challenges, and interactions with other
- Recognizing character traits helps build empathy, allowing Making inferences helps us better understand characters, settings, and events in a story.readers to understand different perspectives and emotions
- Readers can determine the central idea by looking at key details in the story
- Authors use characters, events, and details to help readers understand the central idea.
- Understanding the central idea helps readers connect stories to their own lives and the world around them.
- Using text evidence to support our inferences makes our thinking stronger

<ul style="list-style-type: none"> How can I organize my ideas to make my story clear and easy to follow? 	<ul style="list-style-type: none"> Personal narratives are about real experiences that happened to the writer Writers organize their ideas with a clear beginning, middle and end Writers use sensory details, emotions, and dialogue to help the reader visualize and connect with the story
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> Social Emotional Learning Lessons: Module 1 Week 1: “Being a Good Citizen” by Rachelle Kreisman Diversity, Equity and Inclusion Resources:Module 1, week 2:”The William Hoy Story” by Nancy Churnin Module 3, week 2:”Big Red Lollipop” by Rukhsana Khan HMH Into Reading Know It Show It workbook HMH Into Reading Student Reading book HMH Into Reading anchor charts HMH Into Reading graphic organizers HMH Into Reading Display and Engage cards HMH Into Reading Interactive Vocabulary activities HMH Writer’s Workshop Focal Text: <u>Just A Dream</u> by Chris Van Allsburg iReady Student Learning Path and Assignments RazKids EPIC Kahoot Prodigy Vocabulary Quizziz BrainPop Blooket Flipgrid Padlet 	<p>Formative</p> <ul style="list-style-type: none"> Oral assessment Exit tickets Quizzes Daily writing/journals Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> Tests Skills assessment/Benchmarks Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> Centers/activities/games Performance assessments Projects

- Teacher Created Materials
- [Teachers College Reading and Writing Project](#)
- [Jennifer Serravallo Blog](#)
- [We Give Books](#)
- [Sight Words](#)
- [Linda Hoyt- Excellence in Literacy](#)
- [Read Write Think](#)
- [Lester L. Laminack Author and Consultant - Thanks for checking in. I'd love to hear from you....](#)
- [Seymour Science Blog](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education**General Modifications:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

Grade: 2	Course: ELA
PacingGuide: 9 weeks	
Unit: 2: HMH Modules 4-6 HMH Writer's Workshop Module 4: Informative Text - Personal Essay	Big Idea: <u>Module 4:</u> What lessons can we learn from characters in a story? <u>Module 5:</u> What are the qualities of a good leader? <u>Module 6:</u> How do experiences shape our lives? <u>Writer's Workshop:</u> Informative Text - Personal Essay Every person has unique characteristics
<i>Content Area NJSLS Performance Expectations Addressed</i>	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. • RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. • RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. • RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. • RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. • RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. • RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. • RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Writing Domain: <ul style="list-style-type: none"> • W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. • W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. 	

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Speaking and Listening Domain

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain:

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.2.1. Demonstrate command of the conventions of writing.
 - A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
 - A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's).

B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

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

D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).

- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Interdisciplinary Connections

Social Studies:

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Visual and Performing Arts:

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

21st Century Skills Standards:

- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.NI.4: Explain why access to devices need to be secured

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Utilize textual evidence to support thinking when asking and answering general
- questions
- Create questions about an important idea within the text (using who, what, where
- when, why, and/or how)
- Identify the characters in the story
- Identify key details in the story
- Consider how characters are involved in a story
- Analyze their reactions to story events
- Identify how the characters solve a problem or challenges
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Identify text details, events, or ideas that are chronological or sequential
- Retell chronological or sequential text details in the appropriate order

- Compare and contrast ideas from the text
- Analyze how words and phrases provide meaning to a poem, story, or song
- Identify the parts of the poem that rhyme
- Identify the parts of the poem that show the beat
- Determine which part shows alliteration
- Define words and phrases specific to grade 2
- Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends
- Describe the parts of a story (beginning and end)
- Describe how the parts of the story build from beginning to end
- Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information
- Identify which text features helps clarify important information about what is being read
- Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
- Determine the text's main purpose according to what the author wants the reader to know
- Utilize information from illustrations, pictures and words from print or digital text
- Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
- Utilize information from illustrations, diagrams or images from informational text.
- Explain how illustrations, diagrams or images clarify the text
- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band scaffolding as needed.
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding two-syllable words in texts
- Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Writing Domain:

- Gather facts, choose best facts to use, and present facts in a clear sequence
- Include an introductory statement
- Describe order of events using transition words (e.g. first, next, then, last)
- Incorporate facts and definitions

- Use linking words (e.g., because, and, also)
- End with a closing statement
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing
- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques
- Understand their role as part of a team and the work they are required to accomplish
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes

Speaking and Listening:

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
- Assume various roles in conversations (e.g., participant, leader, and observer)
- Use norms of conversations (e.g., eye contact, taking turns, etc)
- Connect comments to build on remarks of others
- Ask questions and further explanations about topics and/or texts
- Demonstrate storytelling techniques
- Report relevant facts and details about experience
- Provide clear thoughts and emotion
- Utilize digital media to enhance ideas for meaning
- Create visuals that emphasize chosen facts or details
- Articulate ideas (both verbally and in writing) using complete sentences and ideas
- Provide details or clarifications when speaking as requested

Language Domain:

- Write legibly with sufficient fluency to support composition.
- Write the most common graphemes (letters or letter groups) for each phoneme, including: Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck and Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh
- Define and identify collective nouns in sentences
- Articulate the purpose and use of collective nouns
- Use collective nouns in student writing, not in isolation
- Define and identify adjectives and adverbs when reading, writing or speaking
- Classify adjectives and adverbs in sentences when reading and writing
- Use adjectives and adverbs to appropriately modify words in the sentence

- Define and identify simple and compound sentences when reading and writing
- Classify sentences as simple or compound
- Demonstrate command of the conventions of standard English capitalization when writing
- Define and identify apostrophes in writing
- Articulate the purpose and use of apostrophes
- Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing
- Identify common spelling patterns
- Utilize common spelling patterns when writing
- Utilize reference materials and resources to correct one's own spelling
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
- Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)
- Make purposeful language choices to communicate in an effective way
- Utilize adjectives and adverbs to describe where necessary

Academic Vocabulary

Textual evidence, Important idea, Characters, Key details, Reactions to story events, Problem-solving, Historical events, Scientific ideas, "How to" procedures, Chronological text details, Sequential text details, Compare and contrast, Words and phrases (poem, story, song), Rhyme (poem), Beat (poem), Alliteration (poem), Grade 2 vocabulary, Story structure, Introduction, Conclusion, Text features, Captions, Glossaries, Subheadings, Bold print, Electronic menus, Icons, Text's main purpose, Illustrations, Digital text, Reading habits, Proficient reading, Complexity band, Vowel combinations, Vowel teams, Two-syllable words, Irregularly spelled words, Grade-level text, Reading aloud, Rate (reading aloud), Expression (reading aloud), Inflection (reading aloud), Self-correction, Rereading, Facts, Sequence, Transition words, Facts and definitions, Linking words, Closing statement, Revision, Editing, Conferences, Checklist sheets, Peer editing, Reflection, Publishing, Digital tools, Keyboarding techniques, Team role, Research question, Notes, Collaborative conversations, Conversation roles, Conversation norms, Building on remarks, Questions and explanations, Storytelling techniques, Reporting facts, Providing thoughts and emotion, Digital media, Visuals, Articulating ideas, Details or clarifications, Collective nouns, Purpose and use of collective nouns, Adjectives and adverbs, Modifying words, Simple and compound sentences, Capitalization, Apostrophes, Spelling patterns, Writing styles, Compound words, Prefixes, Reference materials, Figurative language, Word relationships, Nuances in word meanings

Essential Questions

Enduring Understandings

<ul style="list-style-type: none"> • What is the big idea or message in this book? • How do the characters learn and grow in the story? • How do the characters' actions help us understand the story's message? • How do the characters' actions help us understand the story's message? • How does a story's structure help organize events that happen in the story? • What are text features, and why are they important? • What is the main purpose the author wants us to learn from this text? • How do illustrations help us better understand the text? • Writer's Workshop: Informational essential questions on 2nd grade informative text Text- Personal Essay : Every person has unique characteristics. • What is an informative writing piece? 	<ul style="list-style-type: none"> • Stories can convey messages to readers. • Readers can learn important lessons from characters and the actions they take. • Stories often teach important lessons that help us understand how to be kind, responsible, and make good choices. • Characters change and grow as they learn from their experiences in a story. • Every story has a big idea or message that helps readers think about life, feelings, and relationships. • The actions and choices of characters help readers understand the story's message. • Every story has a beginning, middle, and end that helps organize events in a clear way. • Many stories have a message or theme that helps readers learn about life, emotions, or making good choices. • Text features help readers locate and understand information more easily. • Text features work together to help readers make sense of new topics and learn more about a subject. • The main idea of a story or text helps us understand what the author wants us to know. • Students will recognize that the events and details in a text are connected to the larger message or purpose of the work. • Illustrations help tell the story by adding details that help clarify the meaning of the text • Informative writing provides facts, details, and information about a topic.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning Lessons: Module 5 "Stand Tall Molly Lou Lemon" by Patty Lovell • Diversity, Equity and Inclusion: "Rabbit's Snow Dance" by James and Joseph Bruchach • Amistad Law: Module 5 week 2 "Wilma Rudolph Against All Odds" 	Formative <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals

by Stephanie Macccecca

- Holocaust Law: Module 5 week 3 "Whoosh, Lonnie Johnson's Super Soaking Stream of Inventions: by Chris Baeron
- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer's Workshop Focal Text: Module 7:" How I Became A Pirate" by David Shannon
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [Teachers College Reading and Writing Project](#)
- [Jennifer Serravallo Blog](#)
- [We Give Books](#)
- [Sight Words](#)
- [Linda Hoyt- Excellence in Literacy](#)
- [Read Write Think](#)
- [Lester L. Laminack Author and Consultant - Thanks for checking in. I'd love to hear from you....](#)
- [Seymour Science Blog](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)

- Small and whole group discussions

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

<ul style="list-style-type: none"> Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> Breaks between tasks Cue expected behavior Daily feedback to student Use de-escalation strategies Use positive reinforcement Use proximity/touch control Use peer supports and mentoring Model expected behavior by adults Have parent sign homework/behavior chart Set and post class rules Chart progress and maintain data 	
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Grade: 2	Course: ELA
Pacing Guide: 9 weeks	
Unit: 3 Modules 7 - 9 Writer's Workshop: Informational Text - Procedural Text	Big Idea: <ul style="list-style-type: none"> Module 7: Everyone has a Story "People's lives are shaped and molded by their experiences" Module 8: Time to Grow "Plants are living things, just like people and animals" Module 9: Home Sweet Habitat "Living things in a habitat depend on each other" Writer's Workshop: Informational Text - Procedural Text: "Some activities, like planting a seed happen in the same order every time."
Content Area NJSLs Performance Expectations Addressed	

Reading Domain:

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain:

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
 - A. Introduce an opinion.
 - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain+

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain:

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - C. Decode words with common prefixes and suffixes.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.2.1. Demonstrate command of the conventions of writing.
 - A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
 - A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's).
 - B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - B. Capitalize holidays, product names and geographic names.

C. Supply adjectives in noun phrases to make them more precise or engaging.

- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Interdisciplinary Connections

Social Studies:

- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Visual and Performing Arts:

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.NI.4: Explain why access to devices need to be secured

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Utilize textual evidence to support thinking when asking and answering general questions
- Create questions about an important idea within the text (using who, what, where when, why, and/or how)
- Determine what lesson of the story
- Identify the main idea and overall focus of a multi-paragraph text
- Determine the main idea of the text
- Determine the important ideas in the text
- Determine the details that lead to the main idea
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Identify text details, events, or ideas that are chronological or sequential
- Retell chronological or sequential text details in the appropriate order
- Compare and contrast ideas from the text
- Analyze how words and phrases provide meaning to a poem, story, or song
- Identify the parts of the poem that rhyme
- Identify the parts of the poem that show the beat

- Determine which part shows alliteration
- Define words and phrases specific to grade 2
- Recognize that characters have different points of view
- Determine how the characters think/feel about the events including by speaking in a different voice for each character when reading dialogue aloud.
- Identify any characters that have similar thinking
- Consider the character's voice when reading out loud
- Describe why a character has a different point of view in a story
- Identify the main points in a text
- Identify reasons that the authors uses to support the main points in a text
- Evaluate how or why the author uses the reasons to support the main points in a text
- Identify similarities and differences of events in different versions of the same story
- Identify similarities and differences in characters in different versions of the same story
- Identify the most important points in the text
- Find similarities and differences in those points when reading texts on the same topic
- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding words with affixes in texts
- Utilize strategies for decoding irregularly-spelled words in texts
- Determine if the word looks and sounds right and makes sense
- Search for chunks and say them
- Focus on the beginning and/or end of the word and try again, when having difficulty
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Writing Domain:

- Include an introduction statement
- State opinion and reasons that support the opinion
- Provide a conclusion.
- Incorporate simple and compound sentence structures
- Use linking words (e.g., because, and, also)

- Describe order of events using transition words (e.g. first, next, then, last)
- Choose descriptive words that match thinking, feelings, and actions
- End with a closing statement
- Gather facts, choose best facts to use, and present facts in a clear sequence
- Include an introductory statement
- Describe order of events using transition words (e.g. first, next, then, last)
- Incorporate facts and definitions
- Use linking words (e.g., because, and, also)
- End with a closing statement
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing
- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques
- Understand their role as part of a team and the work they are required to accomplish
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes

Speaking and Listening Domain:

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
- Assume various roles in conversations (e.g., participant, leader, and observer)
- Use norms of conversations (e.g., eye contact, taking turns, etc)
- Connect comments to build on remarks of others
- Ask questions and further explanations about topics and/or texts
- Ask questions about what a speaker is saying to clarify, gather or deepen understanding
- Answer questions in order to clarify or gain further information
- Utilize digital media to enhance ideas for meaning
- Create visuals that emphasize chosen facts or details
- Articulate ideas (both verbally and in writing) using complete sentences and ideas
- Provide details or clarifications when speaking as requested

Language Domain:

- Identify irregular plural nouns used when reading, writing or speaking
- Classify plural nouns as regular or irregular
- Form and use common irregular plural nouns when writing or speaking
- Identify reflexive pronouns when reading, writing or speaking
- Classify pronouns as reflexive

- Accurately use reflexive pronouns when writing or speaking
- Identify irregular verbs in the past tense used when writing or speaking
- Classify verbs in the past tense as regular or irregular
- Form and use common irregular verbs in the past tense when writing or speaking
- Define and identify adjectives and adverbs when reading, writing or speaking
- Classify adjectives and adverbs in sentences
- Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking
- Define and identify simple and compound sentences when reading
- Classify sentences as simple or compound
- Expand and rearrange complete, simple and compound sentences when writing and speaking
- Define and identify greetings and closings in letters (salutation)
- Use commas appropriate to offset greetings and closings in letters
- Define and identify apostrophes when reading and writing
- Articulate the purpose and use of apostrophes
- Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing
- Identify common spelling patterns
- Utilize common spelling patterns when writing
- Utilize reference materials and resources to correct one's own spelling
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)
- Make purposeful language choices to communicate in an effective way
- Utilize adjectives and adverbs to describe where necessary
- Write legibly
- Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- Separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- Capitalize holidays, product names, and geographic names correctly.
- Identify verbs in clauses and form/use regular and irregular verbs consistently in past, present, and future tenses.
- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list correctly.

- Use an apostrophe to form contractions and frequently occurring possessives accurately.
- Link sentences into a simple, cohesive paragraph with a main idea.
- Identify real-life connections between words and their use, such as describing foods that are spicy or juicy.
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Academic Vocabulary

Textual evidence, Important idea, Lesson of the story, Main idea, Overall focus, Important ideas, Details leading to main idea, Historical events, Scientific ideas, "How to" procedures, Chronological text details, Sequential text details, Compare and contrast, Rhyme, Beat, Alliteration, Characters' points of view, Characters' thoughts/feelings, Dialogue voices for characters, Main points in text, Reasons supporting main points, Similarities and differences, Reading habits, Proficient reading, Complexity band, Typical vowel combinations, Vowel teams, Decoding words with affixes, Decoding irregularly spelled words, Word looks and sounds right, Chunking words, Focus on word parts, Rate, Expression, Inflection, Self-correction, Rereading, Introduction statement, Opinion, Conclusion statement, Simple sentences, Compound sentences, Transition words, Descriptive words, Gathering facts, Clear sequence of facts, Facts and definitions, Linking words, Closing statement, Revision, Editing, Conferences, Peer editing, Reflection, Publishing, Digital tools, Keyboarding techniques, Team role, Research question, Taking notes, Collaborative conversations, Conversation roles, Conversation norms, Questions and explanations, Digital media, Visuals, Articulating ideas, Clarifications, Irregular plural nouns, Regular plural nouns, Common irregular plural nouns, Reflexive pronouns, Adjectives, Adverbs, Modifying words, Simple sentences, Compound sentences, Expanding sentences, Rearranging sentences, Greetings, Closings, Apostrophes, Prefixes, Root words, Reference materials

Essential Questions

- What are the most important details in the story?
- How can we use clues from the story to answer questions?
- What question can we ask about the story to learn more about the characters?
- What are the main events in the story?
- Can you describe the beginning, middle, and end of the story?
- How would you retell the story in your own words?
- What lesson or message did you learn from the story?
- Writer'sWorkshop: Informational Text - Procedural Text: Some activities, like planting a seed, happen in the same order every time.

Enduring Understandings

- Readers use key details from the text to better understand the story
- Asking questions help readers become more engaged with the text and are encouraged to think critically about what they read.
- Understanding that stories have a beginning, middle, and end helps to organize and recount the information in a logical sequence.
- Understanding the main events helps readers remember and retell the story.

<ul style="list-style-type: none"> • How can a procedural text help you follow steps to do something? 	<ul style="list-style-type: none"> • Identifying the problem and solution in a story helps readers understand its purpose and message. • Every story has key details that help explain the most important events. • Main events help move the story forward and show how characters change or solve problems. • Characters have specific traits that describe their personality, and these traits can be identified through their thoughts, words, and actions. • Readers can infer character traits by paying attention to what a character says, does, and how they interact with others. • Focusing on the important events and details of a story allows us to better retell and understand the message or theme. • Recounting a story in our own words shows that we understand the plot and can remember important parts of the text. • Many stories contain lessons or morals that help us understand how to make choices in real life. • Every story has a big idea or message that helps readers think about life, feelings, and relationships. • The purpose of procedural writing is to teach others how to do something by providing organized and easy-to-follow steps. • Procedural texts provide clear, step-by-step instructions to help someone complete a task. • The sequence of steps in a procedural text must be in a logical order.
<i>Core Instruction/Supplemental Materials</i>	<i>Assessments</i>
<ul style="list-style-type: none"> • Social Emotional Learning: Module 9, week 2: “At Home in The Wild”; Module 8, week 2: “The Legend of the Indian Paintbrush” • Diversity, Equity and Inclusion: Module 7, week 1 “I Am Helen Keller”by Brad Meltzer 	Formative <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes

- :Amistad Law Module 7, week 1 “Molly by Golly .the Legend of Molly Williams, America’s First Female Firefighter” by Dianne Ochiltree
- Holocaust Law: Module 7, week 2: “The Story He Tells, The Story of Joseph Bruchac” by James Bruchach
- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer’s Workshop Focal Text: Module 8: “From Seed to Plant” by Gail Gibbons
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials Teacher Created Materials
- [Teachers College Reading and Writing Project](#)
- [Jennifer Serravallo Blog](#)
- [We Give Books](#)
- [Sight Words](#)
- [Linda Hoyt- Excellence in Literacy](#)
- [Read Write Think](#)
- [Lester L. Laminack Author and Consultant - Thanks for checking in. I'd love to hear from you....](#)
- [Seymour Science Blog](#)

- Daily writing/journals
- Small and whole group discussions

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

- | | |
|--|--|
| <ul style="list-style-type: none">• Modified workload or length of assignments/tests• Modified time demands• Pass/no pass option• Modified grades based on IEP <p><i>Behavior Modifications:</i></p> <ul style="list-style-type: none">• Breaks between tasks• Cue expected behavior• Daily feedback to student• Use de-escalation strategies• Use positive reinforcement• Use proximity/touch control• Use peer supports and mentoring• Model expected behavior by adults• Have parent sign homework/behavior chart• Set and post class rules• Chart progress and maintain data | |
|--|--|

Grade: 2	Course: ELA
Pacing Guide: 9 weeks	
Unit: 4 Modules 10-12 Writer's Workshop: Correspondence - Thank You Letter	Big Idea: Module 10: Many Cultures, One World "Different cultures help us learn and appreciate the world around us" Module 11: Genre Study - Nonfiction "Focus on biography, opinion writing and informational texts" Module 12: Genre Study - Literary Texts "Focus on realistic fiction, fantasy and poetry" Writer's Workshop: Correspondence - Thank You Letter
Content Area NJSLs Performance Expectations Addressed	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. • RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. • RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . • RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). • RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. • RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. • RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. • RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. Writing Domain: <ul style="list-style-type: none"> • W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information. A. Introduce an opinion. 	

- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.
- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.
 - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language Domain:

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

- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.2.1. Demonstrate command of the conventions of writing.
 - A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
 - A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's).
 - B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
 - C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving).
 - D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - B. Capitalize holidays, product names and geographic names.
 - C. Supply adjectives in noun phrases to make them more precise or engaging.
 - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
 - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
 - F. Use an apostrophe to form contractions and frequently occurring possessives.
 - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

<p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>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>C. 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 style="text-align: center;"><i>Interdisciplinary Connections</i></p>	
<p>Social Studies:</p> <ul style="list-style-type: none"> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks. 	
<p style="text-align: center;"><i>Computer Science and Design Thinking</i></p>	<p style="text-align: center;"><i>Career Readiness, Life Literacies, and Key Skills</i></p>
<ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.NI.4: Explain why access to devices need to be secured 	<p>Technology Standards:</p> <ul style="list-style-type: none"> 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. <p>21st Century Skills Standards:</p> <ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) <p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community member and employee.

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Utilize textual evidence to support thinking when asking and answering general questions
- Create questions about an important idea within the text (using who, what, where, when, why, and/or how)
- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- Determine what lesson is the story teaching
- Identify the main idea and overall focus of a multi-paragraph text
- Determine the main idea of the text
- Determine the important ideas in the text
- Determine the details that lead to the main idea
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Identify text details, events, or ideas that are chronological or sequential
- Retell chronological or sequential text details in the appropriate order
- Compare and contrast ideas from the text
- Analyze how words and phrases provide meaning to a poem, story, or song
- Identify the parts of the poem that rhyme
- Identify the parts of the poem that show the beat
- Determine which part shows alliteration
- Define words and phrases specific to grade 2
- Recognize that characters have different points of view
- Determine how the characters think/feel about the events
- Identify any characters that have similar thinking
- Consider the character’s voice when reading out loud
- Describe why a character has a different point of view in a story Identify the main points in a text

- Identify reasons that the authors uses to support the main points in a text
- Evaluate how or why the author uses the reasons to support the main points in a text
- Identify similarities and differences of events in different versions of the same story
- Identify similarities and differences in characters in different versions of the same story
- Identify the most important points in two different texts on the same topic
- Find similarities and differences in those points when reading texts on the same topic
- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding words with affixes in texts
- Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
- Utilize strategies for decoding irregularly-spelled words in texts
- Determine if the word looks and sounds right and makes sense
- Search for chunks and say them
- Focus on the beginning and/or end of the word and try again, when having difficulty
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Writing Domain:

- Include an introduction statement
- State opinion and reasons that support the opinion
- Incorporate simple and compound sentence structures
- Use linking words (e.g., because, and, also)
- Describe order of events using transition words (e.g. first, next, then, last)
- Choose descriptive words that match thinking, feelings, and actions
- End with a closing statement
- Incorporate simple and compound sentence structures
- Use linking words (e.g., because, and, also)
- Include an introduction statement
- End with a closing statement
- Describe order of events using transition words (e.g. first, next, then, last)
- Choose descriptive words that match thinking, feelings, and actions

- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing
- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques
- Understand their role as part of a team and the work they are required to accomplish
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes

Speaking and Listening Domain:

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
- Assume various roles in conversations (e.g., participant, leader, and observer)
- Use norms of conversations (e.g., eye contact, taking turns, etc)
- Connect comments to build on remarks of others
- Ask questions and further explanations about topics and/or texts
- Demonstrate careful listening in order to describe or recount what they heard
- Ask questions and understand and answer questions asked of them in order to clarify or gain further information
- Utilize digital media to enhance ideas for meaning
- Create visuals that emphasize chosen facts or details

Language Domain:

- Identify irregular plural nouns used when writing or speaking
- Classify plural nouns as regular or irregular
- Form and use common irregular plural nouns when reading and speaking
- Identify irregular verbs in the past tense used when writing or speaking
- Classify verbs in the past tense as regular or irregular
- Form and use common irregular verbs in the past tense when writing or speaking
- Define and identify adjectives and adverbs when reading
- Classify adjectives and adverbs in sentences
- Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking
- Define and identify simple and compound sentences when reading
- Classify sentences as simple or compound
- Use simple and compound sentences when writing or speaking
- Expand and/or rearrange simple and compound sentence when writing and speaking
- Use commas appropriate to offset greetings and closings in letters
- Identify common spelling patterns
- Utilize common spelling patterns when writing

- Utilize reference materials and resources to correct one's own spelling
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
- Use context clues to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking
- Make purposeful language choices to communicate in an effective way when writing and speaking
- Utilize adjectives and adverbs to describe where necessary when writing and speaking
- Write legibly and with sufficient fluency to support composition.
- Write the most common graphemes (letters or letter groups) for each phoneme, including: Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck and Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- Spell regular and single-syllable words
- Spell regular two- and three-syllable words
- Spell words with suffixes that require consonant doubling (penning, slimmed), dropping silent-e (smiled, paving)
- Spell the most often used irregular and pattern-based words in English, such as irregular words (against, many, enough, does) and pattern-based words (which, kind, have).
- Separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- Capitalize holidays, product names, and geographic names correctly.
- Supply adjectives in noun phrases to make them more precise or engaging.
- Identify the verbs in clauses and form/use regular and irregular verbs consistently in past, present, and future tenses.
- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list correctly.
- Use an apostrophe to form contractions and frequently occurring possessives accurately.
- Link sentences into a simple, cohesive paragraph with a main idea.

Academic Vocabulary

Textual evidence, Important idea, Central message, Lesson of the story, Main idea, Overall focus, Important ideas, Details leading to main idea, Historical events, Scientific ideas, "How to" procedures, Chronological text details, Sequential text details, Compare and contrast, Rhyme, Beat, Alliteration, Characters' points of view, Characters' thoughts/feelings, Similar thinking among characters, Character voice in reading, Main points in text, Reasons supporting main points, Author's use of reasons, Similarities and differences (events, characters), Most important points (two

texts on same topic), Similarities and differences (two texts on same topic), Reading habits, Proficient reading, Complexity band, Typical vowel combinations, Vowel teams, Decoding words with affixes, Decoding irregularly spelled words, Decoding irregularly-spelled words, Word looks and sounds right, Chunking words, Beginning and/or end of words, Grade-level text, Reading aloud, Expression, Inflection, Self-correction, Rereading, Introduction statement, Opinion, Simple sentences, Compound sentences, Linking words, Order of events, Descriptive words, Closing statement, Revision, Editing, Conferences, Checklist sheets, Peer editing, Reflection, Publishing, Digital tools, Keyboarding techniques, Team role, Research question, Taking notes, Collaborative conversations, Conversation roles, Conversation norms, Building on remarks, Questioning for clarification, Answering questions, Digital media, Visuals, Irregular plural nouns, Regular plural nouns, Common irregular plural nouns, Adjectives, Adverbs, Modifying words, Simple sentences, Compound sentences, Expanding sentences, Rearranging sentences, Commas in letters, Common spelling patterns, Reference materials, Writing styles, Formal and informal English, Context clues, Prefixes, Root words, Figurative language, Word relationships, Nuances in word meanings, Shades of meaning

<i>Essential Questions</i>	<i>Enduring Understandings</i>
<ul style="list-style-type: none"> • What are some genres of fiction? • How does the setting help us understand the story better? • Why is the setting important to a story? • How does figurative language make stories and poems more exciting? • What makes a poem different from a story? • How can poems help us understand our feelings or the world around us? • How can you compare the main idea in two different stories? • Writer's Workshop: Correspondence - Thank you Letter: What are different reasons to write a letter? • What is the purpose of writing a letter? 	<ul style="list-style-type: none"> • Fiction stories are made up and can include real or imaginary characters, settings, and events. • Authors write fiction to entertain, teach lessons, or share ideas. • Different genres of fiction have unique characteristics that help readers understand the story. • Genres of fiction include fantasy, realistic, fables, folktales, and mystery • The setting is where and when a story takes place • The setting helps create the mood and atmosphere of a story. • The setting can influence the characters' actions and the events in a story. • Figurative language helps us understand and imagine things in new ways. • Authors use figurative language to make their writing more interesting, colorful, and fun. • Words can have meanings beyond their literal definition, creating comparisons and emotions. • Using figurative language in our own writing can make our stories and poems more creative

	<ul style="list-style-type: none"> ● Poetry uses words and sounds to express feelings, ideas, and stories in creative ways. ● Rhyming and rhythm are important features of poetry that help create patterns and music in language. ● Poetry can evoke images and emotions by using descriptive language and sensory details. ● Line breaks and stanzas in a poem help organize the ideas and add meaning to the way the poem is read. ● Comparing and contrasting different ideas, characters, or events from stories helps deepen comprehension and critical thinking. ● Letters are a way to communicate and share information with others. ● Letters include different parts like the greeting, body, closing, and signature, which help organize the message.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> ● Social Emotional Learning: Module 10, week 3: “Poems in the Attic” ● Diversity, Equity and Inclusion: Module 10, week 3 “Dreams Around the World” ● Holocaust Law: Module 10, week 1: “Where On Earth Is my Bagel?” ● Amistad Law: Module 10, week 1: “Trombone Shorty” ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities ● HMH Writer’s Workshop Focal Text: “The Name Jar” by Yangsook Choi 	<p>Formative</p> <ul style="list-style-type: none"> ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> ● Tests ● Skills assessment/Benchmarks ● Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> ● Centers/activities/games ● Performance assessments ● Projects

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- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
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- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often

<ul style="list-style-type: none"> • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring • Model expected behavior by adults • Have parent sign homework/behavior chart 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

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| <ul style="list-style-type: none">• Set and post class rules• Chart progress and maintain data | |
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