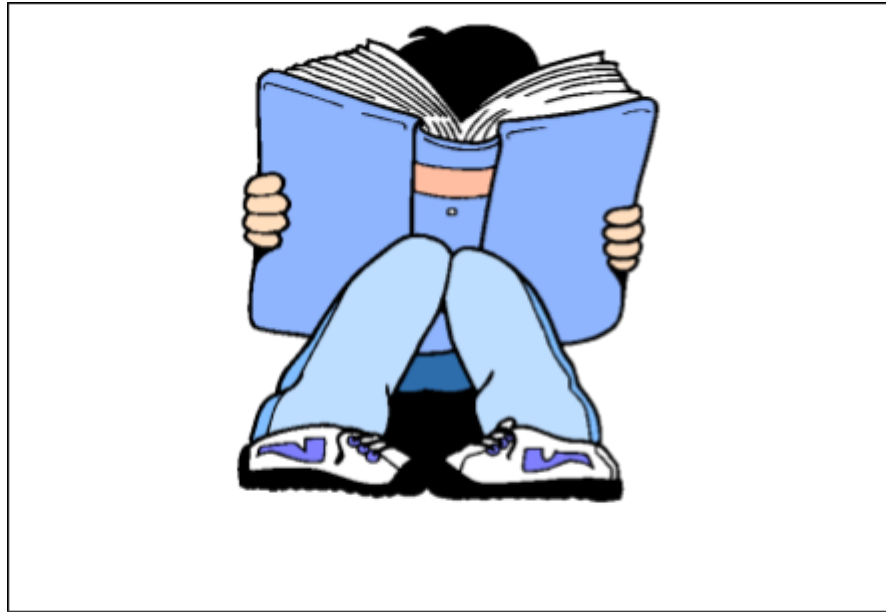


ENGLISH LANGUAGE ARTS



Grade 2: Unit 1

Reading Literature/Informational Text and Narrative Writing

Course Description *(Workshop Model)*

Second grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 2nd grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 2nd grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 1

Topic: Reading Literature and Informational Text Narrative Writing	NJSLs	
<p>DISTRICT RESOURCES</p> <p>Vocabulary: Words to Know (High-Frequency Words), Target Vocabulary, Domain Specific Vocabulary, Spelling Words, and Terms About Reading/Language Arts</p> <p>Reading Instruction: Journeys: Animal Traits, Family Time, Getting Along With Others, Places Around Town</p> <p>Guided Reading: Teachers will meet daily with guided reading groups using the materials specific to their students’ reading level, with the end goal being students reading at level I by the end of first grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p> <p>Writer’s Workshop: Journeys: Narrative Writing (Sentences that tell a true story, friendly letter, sentences that describe, true story)</p>	<p>Reading Standards:</p> <p style="text-align: center;">Literature</p> <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7 RL.2.10</p> <p style="text-align: center;">Informational</p> <p>RI.2.1, RI.2.3, RI.2.6, RI.2.7, RI.2.9, RI.2.10</p> <p style="text-align: center;">Reading Foundational Skills:</p> <p>RF.2.3A,B,E,F, RF.2.4,A,B,C</p> <p style="text-align: center;">Writing Standards:</p> <p>W.2.1, W.2.2, W.2.3, W.2.5,W.2.6,W.2.8</p> <p style="text-align: center;">Language Standards:</p> <p>L.2.1F, L.2.2B,D,E, L.2.3A, L.2.4A, C, E, L.2.5A, L.2.6</p> <p style="text-align: center;">Speaking and Listening Standards:</p> <p>SL.2.1A,B,C, SL.2.2, SL.2.3, SL.2.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

Model (I Do), Prompt (We Do), Check (You Do)

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

Educational Technology

Standards

8.1.2.A.1, 8.1.2.B.1, 8.1.2.C.1

Technology Operations and Concepts

- Identify the basic features of a computer and explain how to use them effectively.

Example: By utilizing tools such as RAZKids and Epic, students will be able to understand basic and common commands as well as navigating the computer through practice and cross- curricular content skills.

Creativity and Innovation

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Example: Students will use Microsoft word to create a clip art presentation to convey ideas based on their narrative writing.

Communication and Collaboration

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Example: Students will share their published narrative pieces with other classes.

Computer Skills

Basic Computer Skills

- Turn the monitor and computer on and off
- Log on and off of the computer
- Log on to the computer with user ID
- Verbally identify and use all computer parts

Word Processing Skills

- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

Keyboarding Skills

- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

Programs

Microsoft Word

Career Ready Practices

Standards

CRP1, CRP4

· **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

· **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative pieces developed during the unit.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

<p>6- Reaching</p>	<ul style="list-style-type: none"> · Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
<p>5- Bridging</p>	<ul style="list-style-type: none"> · Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
<p>4- Expanding</p>	<ul style="list-style-type: none"> · Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
<p>3- Developing</p>	<ul style="list-style-type: none"> · General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
<p>2- Beginning</p>	<ul style="list-style-type: none"> · General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support

1- Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline 	<ul style="list-style-type: none"> · Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners 	<ul style="list-style-type: none"> · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning 	<ul style="list-style-type: none"> · Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers

<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> · Computer/whiteboard · Tape recorder · Spell-checker · Audio-taped books 	<ul style="list-style-type: none"> · Extended time · Study guides · Shortened tests · Read directions aloud 	<ul style="list-style-type: none"> · Consistent daily structured routine · Simple and clear classroom rules · Frequent feedback 	<ul style="list-style-type: none"> · Individual daily planner · Display a written agenda · Note-taking assistance · Color code materials

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

- Leveled Text ·
 Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Use of oral assessment
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships

Interdisciplinary Connections

Math: “How We Get to School”

Standard: 2.MD.D.10

Create a bar graph “How We Get to School.” Label the bottom of the graph, car, bike, walk and bus. Ask each student to draw picture of how they get to school on a paper square. Have students glue their square in the appropriate column on the graph. Encourage students to share their answer with their partner using “accountable talk” conversation. “Do you come to school the same way every day? If you could choose a different way to come to school, what would you choose and why?”

Art: City Streets

Standard: 1.3.2.D.1

Have students work in small groups to create a city collage by drawing outlines of different buildings creating a skyline. Students will decorate their buildings to show the places around town.

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

- DIBELS
(Refer to the district assessment calendar for the appropriate testing window)

- TERRANOVA
(Refer to the district assessment calendar for the appropriate testing window)

- End of Unit Assessment
(Students with CPL \geq 3.5)

- ESL Unit Level Assessment
(Students with CPL \leq 3.4)

- W-APT oral language proficiency test / ACCESS

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions ·
- Multiple Choice questions
- Quizzes ·
- Journals ·
- Essays
- Quick writes

- Summative chapter test ·
- Projects
- Portfolio ·
- Exit Slips
- Graphic Organizers

- Presentations (incorporating Web 2.0 tools) ·
- Homework
- Anecdotal Notes

- Student Conferencing

Grade: 2	ELA Standards	Standards in each Unit				
		1	2	3	4	5
LANGUAGE						
L.2.1A	Use collective nouns (e.g., <i>group</i>).					
L.2.1B	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).					
L.2.1C	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).					
L.2.1D	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).					
L.2.1E	Use adjectives and adverbs, and choose between them depending on what is to be modified.					
L.2.1F	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	X	X	X		X
L.2.2A	Capitalize holidays, product names, and geographic names.					
L.2.2B	Use commas in greetings and closings of letters.		X			
L.2.2C	Use an apostrophe to form contractions and frequently occurring possessives.					
L.2.2D	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).			X	X	
L.2.2E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.		X			X
L.2.3A	Compare formal and informal uses of English.		X			
L.2.4A	Use sentence-level context as a clue to the meaning of a word or phrase.			X	X	
L.2.4B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).					
L.2.4C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).					X

L.2.4D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).					
L.2.4E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	X	X	X	X	X
L.2.5A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	X	X	X	X	X
L.2.5B	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).					
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	X	X	X	X	X

READING: FOUNDATIONAL SKILLS

RF.2.3A	Know spelling-sound correspondences for common vowel teams.	X	X	X	X	X
RF.2.3B	Decode regularly spelled two-syllable words with long vowels.	X	X			
RF.2.3C	Decode words with common prefixes and suffixes.					
RF.2.3D	Identify words with inconsistent but common spelling-sound correspondences.					
RF.2.3E	Recognize and read grade-appropriate irregularly spelled words.	X		X	X	
RF.2.4A	Read grade-level text with purpose and understanding.	X	X	X	X	X
RF.2.4B	Read grade-level text orally with accuracy, appropriate rate, and expression.	X	X		X	
RF.2.4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X		X	X	X
READING: LITERATURE						
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	X			X	X
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	X			X	
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.				X	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	X	X		X	X
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	X				X
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.					
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		X		X	X
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.					

RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	X	X	X	X
READING: INFORMATIONAL TEXT					
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a		X	X	

	text.					
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.					
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		X	X		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .					
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.					
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X	X		
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		X	X		
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.					
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	X				
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Actively engage in group reading activities with purpose and understanding.		X	X		X
WRITING						
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	X	X	X	X	X
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.			X		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	X	X	X	X	X
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	X	X	X	X	X
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					X

W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).					
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	X		X		X
SPEAKING AND LISTENING						
SL.2.1A	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small		X	X	X	X

	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).	X				
SL.2.1B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	X	X	X	X	X
SL.2.1C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	X	X	X	X	X
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X		X	X	X
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		X	X		X
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			X		
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		X			
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X	X

Grade: 2	Unit: 1	Topic: Reading Literature/Informational Text and Narrative Writing
Standards: NJSLs:		
Reading Literature 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10		Reading Informational: 2.1, 2.3, 2.6, 2.7, 2.9, 2.10
Reading Foundational Skills: 2.3A,B,E,F, 2.4,A,B,C		Writing: 2.1, 2.2, 2.3, 2.5,2.6,2.8
Language: 2.1F, 2.2B,D,E, 2.3A, 2.4A, C, E, 2.5A, 2.6		Speaking and Listening 2.1A,B,C, 2.2, 2.3, 2.6

New Jersey Student Learning Standard (NJSLs) RL.2.1			
NJSLs: RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
Essential Element of the NJSLs: Answer who and where questions to demonstrate understanding of details in a familiar text.			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> General Education ESL Students Levels 4-5 Special Education Students High Group 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Who is the story about? Where did it take place? Which of these details is really important to the story? Can you outline the key details in the text? How do you know that it is a key detail? 	<ul style="list-style-type: none"> Given six details from a story, students will identify which details are important and which are insignificant. Engage in a think pair share ask and respond to questions (who, what, where, when, why and how). After reading a text, students will determine and highlight the important details from the text.

· ESL Levels 2.5-3.9	· Ask and respond to who,	▪ Who is the story about?	- Given six details, students will select which
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<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · what, where, and when questions. · Recall key details from a story 	<ul style="list-style-type: none"> ▪ Where did the story take place? ▪ When did the story take place? ▪ What happened in the story? 	<p>details are from the story.</p> <ul style="list-style-type: none"> - Engage in a think pair share and respond to questions (who, what, when, where).
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Ask and respond to <i>who and where</i> questions. · Recall key details from a story 	<ul style="list-style-type: none"> ▪ Who is in the story, _____ or _____? ▪ Is the story taking place in _____? ▪ Where is the story taking place? 	<ul style="list-style-type: none"> - Students complete a graphic organizer to provide a visual representation or short phrased response of details from the text. - Students draw a picture of the character and setting of the story. - Teacher reads story aloud in chunks and match illustration to key words and phrases.

New Jersey Student Learning Standard (NJSL) RL.2.3

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

Essential Element of the NJSLS: Identify the actions of the characters in a story using key details.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students High Group	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· Can I retell the story in sequential order?· Who are the major and minor characters?· How do the major/minor characters respond to important challenges in the story?· What effect do the events in the story have on the characters?· How does the character change throughout the story?	<ul style="list-style-type: none">· Given an event and three characters, students will match each character to their listed responses.· Incorporate a character trait reading response graphic organizer during reading.· Select a character in a story that you have read to the students (or that all the students have read), and then create a character map for that character. This map will serve as the demonstration model you show the class during the introduction.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid 	<ul style="list-style-type: none"> · Understand sequence of events in a story. · Describe how characters face different events and challenges in a story. · Understand major characters 	<ul style="list-style-type: none"> ▪ Can I retell the story in sequential order? ▪ How do the characters respond to important challenges in the story? ▪ What effect do the events in the story have on the characters? 	<ul style="list-style-type: none"> - Given an event and three characters, students will match each character to their listed responses. - Incorporate a character trait reading response graphic organizer during reading. - After reading a selection, students are given an opportunity to discuss and describe the actions of characters through the support of sentence
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		<ul style="list-style-type: none"> ▪ How does the character change throughout the story? ▪ Who are the major characters? 	<p>frames and word lists/word walls.</p> <ul style="list-style-type: none"> - Select a character in a story that you have read to the students (or that all the students have read), and then create a character map for that character. This map will serve as the demonstration model you show the class during the introduction.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand sequence of events in a story. · Describe how characters face different events and challenges in a story. · Understand major characters 	<ul style="list-style-type: none"> ▪ Can I draw the story in sequential order? ▪ How do the characters respond to important challenges in the story? ▪ What effect do the events in the story have on the characters? ▪ How does the character change throughout the story? ▪ Who are the major characters? 	<ul style="list-style-type: none"> - Given an event and three characters, students will match each character to an illustration that demonstrates that character's response. - Incorporate a character trait reading response graphic organizer during reading with a list and visuals of different character traits. - After reading a selection, students can act out character traits based on the character's reaction(s) to an event(s) in the story. - Select a character in a story that you have read to the students (or that all the students have read), and then create a character map with visuals for that character. This map will serve as the demonstration model you show the class during the introduction.

New Jersey Student Learning Standard (NJSLS) RL.2.5

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

Essential Element of the NJSLS: Determine the beginning and ending of a familiar story with a logical order and identify how each part builds on an earlier section.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Describe the beginning, middle, and end of the story. · What are the character's problems? · Read to your partner the section where the character's problem begins to be solved. · How does the character solve the problem? · Look at this section, why did the author add _____? · Analyze this paragraph, what is the author trying to tell you? · What information does the author include at the beginning of the story that helps you understand the rest of the story? · In which part of the story does most of the action 	<ul style="list-style-type: none"> · Students are given the sentence prompt "A strong beginning has...", and they are to complete the sentence with a list of story beginning traits. This can be done on chart paper in a list format or in a concept web format.
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identify the introduction as the beginning and the conclusion where action ends · State the parts of a story (beginning and end) · List how the parts of the story build from beginning to end 	<ul style="list-style-type: none"> · List the beginning, middle, and end of the story. · Are the character's problems _____ and/or _____? · Does the characters problem get solved _____(list a section of the story)? · How does the character solve the problem, by _____ or _____? · Look at this section; did the author add _____ to _____ or _____? · Analyze this paragraph, is the author trying to tell you _____? · Does the author include _____ information at the beginning of the story that helps you understand the rest of the story? · Does most of the action occur during the beginning, middle or end of the story? 	<ul style="list-style-type: none"> · As a whole class, the teacher will ask student to list the parts of a story; beginning, middle and end. They will list the traits associated with each story part and how they build throughout the story. Teacher will model how to identify these traits using a well-known story.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 	<ul style="list-style-type: none"> · Know that the introduction is the beginning 	<ul style="list-style-type: none"> · Does _____ happen in the beginning/middle/end 	<ul style="list-style-type: none"> · As a whole class, the teacher will ask student to list the parts of a story; beginning, middle

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Know conclusion is the end · State/point the beginning and end of a story · Understand that the story builds from beginning to end 	<p>of the story?</p> <ul style="list-style-type: none"> · Is _____ the character's problems? · Does the characters problem get solved? · Does the character solve the problem by _____? · Look at this section; did the author add _____ to _____? · Analyze this sentence, is the author trying to tell you _____? · Does the author include _____ information at the beginning of the story that helps you understand the rest of the story? · Does most of the action occur during the beginning/middle/end of the story? 	<p>and end. The teacher will list the traits associated with each story part and how they build throughout the story. Students will then draw a picture to show the beginning and ending of a well-known story.</p>
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New Jersey Student Learning Standard (NJSL) RL.2.7

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

Essential Element of the NJSLS: Identify illustrations or objects/factual information in print or digital text that depict characters.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students High Group	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· What clues in story do the illustrations, plot and characters in the story provide to help you understand the setting in the story?· What did you learn about the characters, setting, or plot from the words the author used?	<ul style="list-style-type: none">· Have students use graphic organizers and charts to analyze illustrations, individual word choices or phrases to describe a character. Then create a “Character T-Shirt.”· Given a story, students will identify the character, setting and plot.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand and describe the character, plot and setting of the story. · Analyze the illustrations to have a better understanding of the meaning of the story. · Use stories/text with 	<ul style="list-style-type: none"> ▪ Look at this illustration in the book, what does it show you about the setting? Character? Plot? ▪ What words from the text or illustration can you use to describe the character? ▪ What words from the text or illustration can you use 	<ul style="list-style-type: none"> - After reading a story and viewing the illustrations, students will describe the characters, setting, or plot and share with a peer their findings. Sentence starters may be given to assist the students in developing their oral or written skills. - Highlight and chart description words for
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	illustrations.	to describe the setting? How was the problem solved?	characters and setting. - Given a text, students will analyze the text information and illustrations in order to describe the character, setting or plot.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand and describe the character, plot and setting of the story. · Use the illustrations to describe the character, setting and plot of the story. 	<ul style="list-style-type: none"> ▪ Look at this illustration in the book, how does the character feel/look? ▪ Look at this illustration in the book, what is one word that describes the setting? ▪ Where does the story take place? ▪ Which picture best shows what the story is about? 	<ul style="list-style-type: none"> - After listening to a story and viewing the illustrations, students will select words from a word bank that describe the characters, setting, or plot and share with a peer their findings. The teacher can add these new words to a word wall and color code to provide a visual of different words in each category. - Given a text with illustrations, students will listen for key words that describe the characters, setting or plot.

New Jersey Student Learning Standard (NJSLS) RL.2.10

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

Essential Element of the NJSLS: Actively engage in shared reading of stories and poetry for clearly stated purposes.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> · Demonstrate good reading habits · Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band 	<ul style="list-style-type: none"> · Have you read any poems, adventure stories, or fairy tales lately? · Can you tell me what you have liked so far about the text (prose/poetry)? · Does this story/poem remind you of any other stories/poems we have read? · Compare this piece to other pieces of text you have read and identify similarities between the two pieces. · What other stories or poems have you read about _____? · What makes you think that will happen? · How do you know? 	<ul style="list-style-type: none"> · Allow students to decorate a bulletin board tree with different poems that correlate to a theme throughout the year. Students can practice for fluency before hanging their poem on the tree and give supporting evidence as to why it belongs with that theme. · Provide time to have discussion about a book recently read with a peer or older student. Provide a template of information that should be included when speaking about a book that has been read such as the setting, main characters, problem, steps to solve the problem, and solutions. If the text is informational, include the main idea, three or four supporting details and what is one question that the reader still has. Also, discuss the structure of the text with regards to table of contents, glossary, bold faced words, photographs, etc.
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 	<ul style="list-style-type: none"> · Demonstrate good reading habits 	<ul style="list-style-type: none"> · Have you read any poems, adventure stories, 	<ul style="list-style-type: none"> · Allow students to make a story collage of the

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Read various types of leveled texts proficiently, independently, and closely 	<p>or fairy tales lately?</p> <ul style="list-style-type: none"> · Can you tell me what you have like about this story? · Does this story/poem remind you of _____ stories/poems that we read? · Compare _____ story to _____ story can you tell me something that is the same in both? · Have you read another story about _____? 	<p>favorite stories and poems they have read. They can draw pictures, use words from the story/poem or use the story illustrations. Teacher will help the students sort the stories/poems into themes so that each collage can be theme based.</p> <ul style="list-style-type: none"> · Provide time to have a class discussion about a book recently read by the teacher. Working with a partner, class will complete a graphic organizer that will include the setting, main characters, problem, and solutions. They will then report out their information which will be recorded on an anchor chart.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand good reading habits · Read/listen to various types of leveled texts proficiently and closely 	<ul style="list-style-type: none"> · Was _____ the last poem/story that you read? · Did you like _____ or _____ about that poem/story? · Did _____ happen in the stories _____ and _____? · What is (can you show me) the next story you would like to read? 	<ul style="list-style-type: none"> · Allow students to work in groups and make a story collage of two or three stories and/or poems they have read/listened to. They can draw pictures, use words from the story/poem or use the story illustrations. Teacher will ensure the provided stories are of the same theme. · Provide time to have a class discussion about a book recently read by the teacher. Working as a whole group, the class will complete a graphic organizer that will include the setting, main characters, problem, and solutions. The information will be recorded on an anchor chart.

New Jersey Student Learning Standard (NJSL) RI.2.1

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

Essential Element of the NJSL: Answer who and what questions to demonstrate understanding of details in a familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Asking yourself questions that will help you understand the text, like: What is this text about? What is the author telling me? Why did the events in the text occur? · Why do you think the author included that detail? · Where in the passage did you find that key detail? · How do you know that is a key detail? · What details are important in order to tell the text? · How do the key details make a difference? 	<ul style="list-style-type: none"> · Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card. · Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence or a question using that word about the text. The teacher can inform the students as to how many times they roll the cube. · Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Ask and answer who, what, where, when questions · Understand key details · Identify the main ideas and key details within the text 	<ul style="list-style-type: none"> · Who/what is this text about? · Where did it take place? · What is happening in the text? · When is this story taking 	<ul style="list-style-type: none"> · After reading an appropriately leveled informational text, students will complete a graphic organizer to note who, what, where and when the story took place. · Given an excerpt, students will demonstrate understanding of key details by answering
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		place?	“wh” questions about the text
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Ask and answer who, what, where, when questions · Understand key details 	<ul style="list-style-type: none"> · Is this text about _____ or about _____? · Where is this occurring? · When is this occurring? 	<ul style="list-style-type: none"> · After reading an appropriately leveled informational text, students will complete a graphic organizer to note who, what, where and when the story took place. · Given an excerpt, students will demonstrate understanding of key details by answering “wh” questions about the text

New Jersey Student Learning Standard (NJSL) RI.2.5

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

Essential Element of the NJSLS: Identify details in informational text or its graphic representations.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> · Can you find _____ features in the text? · Identify the index, glossary, and heading and locate words in bold print. · Are there any words that are written in bold print? Why do you think the author wrote that word in bold print? · Where would you find a glossary or index in your book? · Retell key facts from text. · Under the subheading of _____, find a key fact. · Why are icons important, and how do they help us locate key facts? · On the computer, can 	<ul style="list-style-type: none"> · Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose. · With a partner, students search through a given text and record any text features they encounter and write its purpose. · In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about, and a question they would like to have answered. Then have students share what they wrote with the group.
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		you find the icon that means undo, save, Internet Explorer?	
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand captions, glossaries, subheadings, bold print, electronic menus, icons, etc. · Understand which text features help you find important information about what you're reading · Understand how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text 	<ul style="list-style-type: none"> · Can you find _____ features in the text? · Where is the index, glossary, and/or heading? · Are there any words that are written in bold print? Do you think the author wrote that word in bold print because of _____? · Where would you find a glossary or index in your book _____ or _____? · Are _____ and _____ key facts from text? · Under the subheading of _____, can you find a key fact? · Do you know what icons are? Do you know if they help us locate key facts? · On the computer, can you find the icon that 	<ul style="list-style-type: none"> · Working with a partner, students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose. · With a partner, students search through a given text and record any text features they encounter. The class can then discuss the text features that were located in the stories and create a class anchor chart. Teacher and students can discuss what information each text feature provides. · As a whole group, look through a text and review the title, subheadings, bold words, and captions. Students can select a word in bold and discuss with a partner what they think that word means in the text.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand two – three text features. · Understand that graphics help you find important information about what you're reading · Understand that text features help you understand the text 	<ul style="list-style-type: none"> · Can you find _____ features in the text? · Is the index, glossary, and/or heading located _____? · Is _____ word written in bold print? Do you think the author wrote that word in bold print because of _____? · Would you find a glossary or index in your book in the _____ (front/back, beginning/end)? · Is _____ a key facts from text? · Under the subheading of _____, can you find a key fact? · Do you know what icons are? · On the computer, can you find the icon that means undo, save, Internet Explorer? 	<ul style="list-style-type: none"> · Working with a partner, students participate in a text feature scavenger hunt. Give students a list of features to look for in the text along with a guide of where the features are located. The students can highlight the feature on the paper. · As a whole group, students search through a given text and locate any text features they encounter. The teacher will then discuss the text features that were located in the stories and create a class anchor chart. Teacher will provide the students with information about what each text feature provides. · As a whole group, look through a text and review the title, subheadings, bold words, and captions. Students can be given a word in bold and match the word to its meaning or graphic.
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New Jersey Student Learning Standard (NJSL) RI.2.6

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

Essential Element of the NJSL: Identify the role of the author and the illustrator.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> · Determine the text’s main purpose according to what the author wants the reader to know 	<ul style="list-style-type: none"> · What is the author’s intent in this text? · What does the author explain or describe in this passage? · Describe the information the author gives you in the text. · After reading the text, what information did the author describe to you? Summarize the author’s intent. · Determine the author’s _____(description, explanation) from the text. · In the text we just read, is the author trying to explain, describe or answer something? What makes you think that? 	<ul style="list-style-type: none"> · Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read · Give students a description, ask what the author’s purpose is and have them explain their answers. (e.g., Sydney’s mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author’s purpose: to inform, Explain: The note was written to give the teacher information.)

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Determine the text’s main purpose according to what the author wants the reader to know 	<ul style="list-style-type: none"> · Do you know the author’s intent in this text? · What does the author explain or describe in this 	<ul style="list-style-type: none"> · Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading an
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<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> · Special Education Students - Mid Group 		<p>passage ____ or ____? ·</p> <p>Does the author give you _____ or _____ information in the text?</p> <ul style="list-style-type: none"> · Did the author describe any information in the text? · Can you summarize the author's intent? · Determine the author's _____ (description, explanation) from the text. · In the text we just read, is the author trying to explain, describe or answer something? 	<p>excerpt of the text. After teacher modeling, students read an excerpt of the text independently and use the 3-2-1 strategy to comprehend what they read using a teacher provide outline.</p> <ul style="list-style-type: none"> · Give students a description, ask what the author's purpose is and have them explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, explain: The note was written to give the teacher information.) Teacher will first model the strategy and then students will work with a partner using teacher provide information to assist.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand that the text has a main purpose. · Understand that the author wants the reader to know the main purpose. 	<ul style="list-style-type: none"> · Is the author's intent in this text _____? · Does the author explain _____ in this passage? · Does the author give you _____ information in the text? · Did the author describe any information in the text? · Would _____ summarize the author's intent? · In the text we just read, is the author trying to explain/describe/answer 	<ul style="list-style-type: none"> · Teacher will model how to use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. The teacher will create a class anchor chart the students can use as a reference. · Teacher will model that when given a description, the students can determine the author's purpose and can explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, explain: The note was written to give the teacher information.) The students can then select a description and match it to an explanation.
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New Jersey Student Learning Standard (NJSL) RI.2.7

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

Essential Element of the NJSL: Identify illustrations or objects/tactual information that go with a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> · Utilize information from illustrations, diagrams or images from informational text. · Explain how illustrations, diagrams or images clarify the text 	<ul style="list-style-type: none"> · How does reading the chart, diagram help you understand what the author is trying to say? · What information did you gather from that _____ diagram that aided your understanding? · Restate the important facts from the chart or graph using the _____. · What examples can you find to _____? · What conclusions can you draw _____? · How can you make use of these facts and graphs? 	<ul style="list-style-type: none"> · When reading informational text, divide students into groups of no more than three. Assign each group an image to analyze. Tell each group to list and share the key ideas each image communicates. Groups can also analyze whether the image clarifies or does not clarify the meaning of the text. · Give students a diagram without labels or text. In pairs have the students create a caption or text they think will match the diagram. They can also give the diagram a title.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Use pictures and diagrams to gather information for clarification of meaning 	<ul style="list-style-type: none"> · How does reading the chart, diagram help you understand what the author is trying to 	<ul style="list-style-type: none"> · Teacher reads a section (chunk) and points to illustrations to help the students better understand the text. Students will draw an illustration to represent their interpretation
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<ul style="list-style-type: none"> · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about · Connect illustrations with the message 	<p>say?</p> <ul style="list-style-type: none"> · What information from the diagram helps you understand? · What does the illustration show you? 	<p>of what the text says.</p> <ul style="list-style-type: none"> · Students record words/phrases on post it notes based on images from the text
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Use pictures and diagrams to gather information for clarification of meaning · Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about · Connect illustrations with the message 	<ul style="list-style-type: none"> · How does reading the chart, diagram help you understand what the author is trying to say? · What information from the diagram helps you understand? 	<ul style="list-style-type: none"> · Teacher reads a section (chunk) and points to illustrations to help the students better understand the text. The teacher can then reread the text and have the student point to the illustration out of three given illustrations that best demonstrates what was

New Jersey Student Learning Standard (NJSL) RI.2.10

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

Essential Element of the NJSL: Actively engage in shared reading of informational text including history/SS, science, and technical texts

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> · Demonstrate good reading habits · Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band 	<ul style="list-style-type: none"> · Do you have any questions about what you are reading? · If you don't understand, who can you ask to help you? · Did you use the illustrations/graphics to help you understand? · Point to a textual feature. Why do you think the author included it? · What graphics help you the most? · How is the informational text different from _____? · You might want to read this book about _____. It has much useful information. 	<ul style="list-style-type: none"> · Have students use the following symbols to show understanding of the text: The main idea (Draw a box around the main idea.) _____ Details (Underline the details.) Words to remember (Circle key words to remember.) Write a summary. · Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. You may decide to use a checklist for this assessment for each student.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Demonstrate good reading habits · Read various types of leveled texts independently, and closely 	<ul style="list-style-type: none"> · Do you have any questions about what you are reading? · If you don't understand, who can you ask to help 	<ul style="list-style-type: none"> · Have students complete an activity about using the following symbols to show understanding of the text: The main idea (Draw a box around the main idea.)
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<ul style="list-style-type: none"> · Special Education Students - Mid Group 		<p>you?</p> <ul style="list-style-type: none"> · Can you use the illustrations/graphics to help you understand? · Point to a textual feature. Why do you think the author included it because _____? · Did any graphics help you? · Is the informational text different from _____? 	<p>_____ Details (Underline the details.) Words to remember (Circle key words to remember.) Write a summarizing sentence. Teacher will provide a key to assist the students with all this information.</p> <ul style="list-style-type: none"> · Have students read a portion of an article or piece of nonfiction at the appropriate level aloud to the teacher. Note any miscues. Then have students tell you the main idea and one supporting detail of the piece. You may decide to use a checklist for this assessment for each student.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Demonstrate good reading habits · Read various types of leveled texts independently, and closely 	<ul style="list-style-type: none"> · Do you have any questions about what you are reading? · Do you understand what you are reading? · If you don't understand, can you ask _____ to help you? · Can you use the illustrations/graphics to help you understand? · Did the author include any text features? · Did any graphics help you? Is the informational text different from _____ ? 	<ul style="list-style-type: none"> · As a whole class, the students can use the following symbols to show understanding of the text as the teacher models/works with them at the board: The main idea (Draw a box around the main idea.) _____ Detail (Underline one detail) Words to remember (Circle key words to remember.) Write a sentence/draw a picture. · Have students read a portion of a leveled article or piece of leveled nonfiction aloud to the teacher. Note any miscues. Then have the students answer two or three yes/no questions about the piece.
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New Jersey Student Learning Standard (NJSLS) W.2.3

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

Essential Element of the NJSLS: Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> · Who is your story about? · Where does your story take place? (Setting) · Why was this setting important to your story? · Did you use words like earlier, later, soon, to show how time is changing in the story? · What problem will the main character face? · Does the problem change the character's acts or thoughts? · Have you used details that will help your readers see and know the characters? · What events will lead up to your conclusion? · Where can you add more descriptive words and information 	<ul style="list-style-type: none"> · Outline a story including problem, solution and character (s). · Given a short story, students will fill in a blank with an appropriate transition word at the start of each paragraph. · Given the list of ten present tense irregular verbs, students will write the correct past tense of each verb. · Incorporate writing graphic organizers during prewriting.
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		to make your story more exciting?	
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Know that a narrative tells a story · Understand who is telling the story · Know how to print legibly · Understand how to write the past tense of a given verb. · Develop short phrases to complete sentence frames · Understand temporal words and when to use them. 	<ul style="list-style-type: none"> ▪ Who is your story about? ▪ Where does the story take place? ▪ Did you use temporal words to show how time is changing the story? ▪ Read what you wrote slowly. Did you write what you just said? 	<ul style="list-style-type: none"> - Use a graphic organizer to outline a story including problem, solution and character (s). - Given a short story, students will fill in a blank with an appropriate transition word from a word bank of transitional words at the start of each paragraph. - Given the list of ten present tense verbs, students will write the correct past tense of each verb. - Incorporate writing graphic organizers during prewriting.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Know that narrative tells a story. · Understand who is telling the story. · Identify first person pronouns. 	<ul style="list-style-type: none"> ▪ Who is your story about? ▪ Where does the story take place? ▪ What happened in your story? 	<ul style="list-style-type: none"> - Teacher models writing a story and student can copy completed model. - Discuss and chart pronoun words for first person to use when retelling past events. - Draw and write single words with pictures on a graphic organizer to tell a story. - Students bring in a picture to generate ideas for their story.

New Jersey Student Learning Standard (NJSL) W.2.5

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

Essential Element of the NJSL: With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> · What will you use to help you organize your ideas? · Can you create a graphic organizer/thinking map to help you sequence your ideas and events? · Can you share with your partner what you plan to write? · Does your partner have ideas that you can use? · Have you completed your first draft? · Can you re-write this so that the ideas/details are clearer? · Is there a better way you could write your beginning? · What is your topic 	<ul style="list-style-type: none"> · Using the hamburger model, discuss the three main components of a paragraph, or story. The introduction (top bun), the internal or supporting information (the filling), and the conclusion (bottom bun). · Ask students to write a topic sentence that clearly indicates what the whole paragraph is going to be about. · Have students compose several supporting sentences that give more information about the topic. · Instruct students on ways to write a concluding sentence that restates the topic sentence.
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		<p>sentence?</p> <ul style="list-style-type: none">· Have you asked your partner to give you feedback about what you have written so far?· Have you used your editing/proofreading checklist to help you make any changes?	
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar · Utilize conferences, and checklist sheets · Reflect on writing 	<ul style="list-style-type: none"> · Do you know what you will use to help you organize your ideas? · Can you create a graphic organizer/thinking map to help you sequence your ideas and events? · Can you share with your teacher what you plan to write? · Does your partner have ideas that you can use? · Have you completed your first draft? · Can you re-write this so that the ideas/details are clearer? · Could you write your beginning like ____? · What is your topic 	<ul style="list-style-type: none"> · Teacher will model using the hamburger model to discuss the three main components of a paragraph, or story. The introduction (top bun), the internal or supporting information (the filling), and the conclusion (bottom bun). · Ask students to work with a partner to write a topic sentence that clearly indicates what the whole paragraph is going to be about. · Have students compose one supporting sentences that gives more information about the topic. · Instruct students on ways to write a concluding sentence that restates the topic sentence.
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		<p>sentence?</p> <ul style="list-style-type: none">· Have you used your editing/proofreading checklist to help you make any changes?	
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand that you can revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar · Utilize conferences, and checklist sheets · Reflect on writing 	<ul style="list-style-type: none"> · Will you use _____ to help you organize your ideas? · Did you create a graphic organizer/thinking map to help you sequence your ideas and events? · Can you share with your teacher what you plan to write? · Have you completed your first draft? · Can you write _____ so that the ideas are clearer? · Could you write your beginning like _____? · Is _____ your topic sentence? · Can you use your editing/proofreading checklist to help you make any changes? 	<ul style="list-style-type: none"> · Teacher will model using the hamburger model to discuss the three main components of a paragraph, or story. The introduction (top bun), the internal or supporting information (the filling), and the conclusion (bottom bun). · Ask a student to write/draw what their topic is and then have him/her select from a choice of two, their best topic sentence. · Have students select one supporting sentences that gives more information about the topic. · Teacher will model for students the ways to write a concluding sentence that restates the topic sentence.
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New Jersey Student Learning Standard (NJSLS) W.2.6

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

Essential Element of the NJSLS: With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students High Group 	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques 	<ul style="list-style-type: none"> · Have you and your group decided what you will write about? · How will you divide the work so that you all contribute to the project? · Where will you save your work until you are ready to print? · What program will you use to publish your work? Word? PowerPoint? etc. · What online resources can you use to help write your paper? 	<ul style="list-style-type: none"> · Allow students to use digital tools to enhance their work and determines the digital tools according to the task, audience, or purpose (e.g., slide show, blog, audio track). · Have students compose and publish a writing product using a variety of digital tools with or without the help from my peers. · Model how to talk about visual texts by looking at them with students and pointing out how the different elements have been used to create meaning. Use explicit ideas to help students assess his/her own work more thoughtfully and completely.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Understand how to publish writing both independently and with peers using digital tools · Use keyboarding techniques 	<ul style="list-style-type: none"> · Have you and your partner decided what you will write about, _____ or _____? · Did you divide the work so that you and your partner contribute to the 	<ul style="list-style-type: none"> · Teacher will model for students how to use digital tools to enhance their work and determines the digital tools according to the task, audience, or purpose (e.g., slide show, blog, audio track). · Have students work in groups to compose
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<p>Students - Mid Group</p>		<p>project?</p> <ul style="list-style-type: none"> · Do you know where you can save your work until you are ready to print? · What program will you use to publish your work, Word or PowerPoint? · Do you know what online resources can you use to help write your paper? 	<p>and publish a writing product using a variety of digital tools and a teacher provided model.</p> <ul style="list-style-type: none"> · Model how to talk about visual texts by looking at them with students and pointing out how the different elements have been used to create meaning. Use explicit ideas to help students assess his/her own work more thoughtfully and completely.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand how to publish writing both independently and with peers using digital tools · Understand how to use keyboarding techniques 	<ul style="list-style-type: none"> · Have you and your partner decided if you are writing about _____? · Did you divide the work so that you and your partner each have a job and contribute to the project? · Can you save your work until you are ready to print on _____? · What program will you use to publish your work, Word or PowerPoint? · Do you know that there are online resources can you use to help write your paper? 	<ul style="list-style-type: none"> · Teacher will model for students how to use digital tools to enhance their work and determines the digital tools according to the task, audience, or purpose (e.g., slide show, blog, audio track). · Have students work in groups to compose a writing/drawing product using a one or two digital tools and working off a teacher provided model. · Model how to talk about visual texts by looking at them with students and pointing out how the different elements have been used to create meaning. Use explicit ideas to help students assess his/her own work more thoughtfully and completely.

*School based resources can be used in addition to the district resources, but cannot replace the resources.

District Resources

Phonics

When introducing the letter name within this unit, it is suggested that you also introduce the letter sound, which will be addressed with students in greater detail

i
n
t
h
e
u
p
c
o
n
i
n
g
u
n
i
t
s
.

Lesson 1:

- Short Vowels a, I
- CVC Syllable Pattern

Lesson 2:

- Short Vowels o,u,e
- CVC Syllable Pattern

Lesson 3:

- Long Vowels a, I
- Sounds for c

Lesson 4:

- Long Vowels o, u, e
- Sounds for g

Lesson 5:

- Consonant Blends with r,l,s

***School based resources can be used in addition to the district resources, but cannot replace the resources.**

District Resources

Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.



Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

District Resources

Guided Reading

A student **on-grade level** should display the following reading behaviors by the end of the school year.

Grade 2: Level M

- Uses multiple sources of information to figure out words rapidly while focusing on meaning
- Flexibly applies word-solving strategies to more-complex, multisyllabic word
- Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
- Reads silently, except during assessment or to demonstrate text interpretation
- After reading longer sections of text, predicts outcomes, problem resolutions, and character changes
- Remembers details and sustains attention to meaning through a longer text
- Demonstrates understanding and facility at interpretation after silent reading
- Makes connections between the text read and other books
- Goes beyond the text to make more sophisticated interpretations



Comprehension Clubs

Readings- Journeys

Ben and Sooty, *Pauline Cartwright*
Lucy and Bill, *Pauline Cartwright*
A Pet That Fits, *Pauline Cartwright*
Billy, the Pet Bird, *Pauline Cartwright*
Let's Make Music!, *Mary Reid*
Happy Birthday, Everyone, *Gail Mack*
How to Make a Family Tree, *Gail Mack*
Birthdays Around the World, *M.Lee*
Hamsters Make Great Pets, *Leslie Young*
Caring for Cats, *Laura Shallop*
Talking with Birds, *Ann Sheridan*
Cats, *Laura Shallop*
Cub Saves the Day, *Ann M. Rossi*
Fly to the Rescue!, *Lisa Benjamin*
Ferdinand Saves the Day, *Ann M. oassi*
Flora the Fly Saves the Spiders, *Regina Velaquez*
Cathy the Caterpillar, *Myka-Lynne Skoloff*
Foster's Farm, *Myka-Lynne Skoloff*
Where is Gus-Gus?, *Claire Daniel*
Foster's Famous Farm, *Regina Velaquez*

CCSS: Text Exemplars (Appendix B)

Stories:

Cynthia Rylant, The First Book
Family Poetry
Doreen Cronin, Diary of a Spider
A Swallow and a Spider
Dayle Ann Dodds, Teacher's Pet

Informational Texts:

All in the Family
George Ancona, Mi familia, My Family
Jennifer Bilzin Gills, Dogs
Helping Paws
See Westburg by Bus!

Biography

[http://www.corestandards.org/assets/Appendix B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

Vocabulary

When teaching vocabulary,

- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher). · Use the various learning modalities and sample menu in order to deliver instruction.
- Introduce the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

High Frequency Words: around, be, five, help, next, or, pull, take, until, walked, bring, children, comes, do, family, like, make, those, use, with, city, full, no, other, places, put, school, sing, think, this, by, cheer, could, hello, hundred, mind, play, read, see, today, both, cold, eat, find, green, little, long, says, table, we

Spelling Words

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Sad Flat Dig If Jam Fix Glad Rip List Kit Win Mask	Wet Left Job Help Hug Plum Rest Nut Spot Net Mud Hot	Cake Prize Mine Wipe Plate Race Size Line Ate Pile Grape Rake	Doze Cute Nose Woke Use Mule Rose Rode Pole Role Close Tune	Spin Test Clap Skin Grade Drag Swim Glide Place Just Last Stage

Domain-Specific Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Traits Offspring Inherit	Conflict Related Siblings Unity Interact	Reproduce Characteristic Canine Adapt	Appreciate Compliment Cooperate Peer	Community Diagram Suburb

Target Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Curly Drooled Straight Weighed Floppy Stood Collars Row	Remembered Spend Porch Stuck Crown Visit Cousin Piano	Hairy Canned Mammals Chews Litter Clipped Stayed Coat	Insects Rotten Dangerous Screaming Scare Breeze Sticky Judge	Wonderful Share Noises Noticed Quiet Bursting Sprinkled Suddenly

Terms About Reading/ Language Arts

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Sequence of Events Infer Predict	Characters Connect Compare Contrast	Author's Purpose Infer Analyze Evaluate	Cause Effect Context	Plot Retell Characters Setting

Writing

Primary Focus: Writing Unit

Secondary Focus

Routine Writing

<p>Lesson 1: Narrative Writing: Sentences That Tell a True Story Language: Spelling: Short vowels a,i Subjects and Predicates</p> <p>Lesson 2: Narrative Writing: Friendly Letter Language: Spelling: Short vowels o,u,e Simple Sentences</p> <p>Lesson 3: Narrative Writing: Sentences That Describe Language: Spelling: Long vowels a,i Types of Sentences</p> <p>Lesson 4: Narrative Writing: True Story Language: Spelling: Long vowels o,u,e What is a Noun?</p> <p>Lesson 5: Narrative Writing: True Story Language: Spelling: Consonant Blends with r,l,s Singular and plural nouns</p>	<ul style="list-style-type: none"> · Narrative Writing 	<p>Examples: Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing</p>
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Culminating Activity: Class, Grade, or School-Wide Celebration

Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Note to Teacher: The number of lessons in Lessons from the Masters have been adjusted to support instruction and the inclusion of a culminating celebration

Note: It is recommended that you make use of the Writer's Workshop mentor text library for immersion in this writing genre and as models for students both in the mini-lesson and while conferring.

Writing Rubrics

STRUCTURE								
	Kindergarten	Grade 1	Grade 2	Grade 3				
Overall	The writer told, drew, The writer told the story and wrote a whole level	Mid-level	The writer wrote about	Mid-level	The writer wrote about one when he did something.	Mid-level	time when she did	
Lead	The writer had a page that a beginning showed what happened in which she helped readers first. level beginning and chose away	Mid-level	The writer tried to make level know who the characters	Mid-level	The writer thought about something. level a beginning for her story.	Mid-level	The writer wrote how to write a good	
Transitions	The writer put her pages in order.	Mid-level	The writer put his pages in order. He used words such	Mid-level	The writer told her story in order by using words such	Mid-level	The writer told his story in order by using phrases	
Ending	The writer had a page that showed what happened last in his story. make a good	Mid-level	as and then, so.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending. beginning as when, then, and after.	Mid-level	The writer chose the action, talk, or feeling that would ending, and worked to	
Organization	The writer's story had a page for the beginning, a page for separate the middle, and a page for the first from what end. happened later (and finally) in	Mid-level	The writer wrote his story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to what happened his story.	
								TOTAL

	Kindergarten (1POINT)	1.5PTS	Grade 1 (2 POINTS)	2.5PTS	Grade 2 (3 POINTS)	3.5PTS	Grade 3 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from her mind onto the page. She had details in pictures and words.	Mid-level	The writer tried to bring his character to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	(X2)
Craft*	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	(X2)
								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

Writing Rubrics

	Kindergarten (1POINT)	1.5PTS	Grade 1 (2 POINTS)	2.5PTS	Grade 2 (3 POINTS)	3.5PTS	Grade 3 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	<p>The writer puts spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>	Mid-level	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	Mid-level	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as can't and don't, she used the apostrophe.</p>	Mid-level	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	
								TOTAL

Writing Rubrics



Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog <p>https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ <p>http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/www.lindahoyt.com/tips.html 	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://kylenebeers.com/blog/feed • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog

Suggested Websites

Reading Rockets

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills. <http://www.readingrockets.org/>

Writing Fix

The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom. <http://www.writingfix.com/>

Read Write Think

Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. <http://www.readwritethink.org/>

Brain Pop Jr.

Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer. <http://www.brainpop.com/>

Tween Tribune

Tween Tribune is a daily news sites for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO's for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe. <http://tweentribune.com/>

E Reading Worksheets

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. <http://www.ereadingworksheets.com/>

Suggested Websites

The Florida Center for Reading Research

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.

<http://www.fcrr.org/for-educators/sca.asp>

ReadWorks

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. www.readworks.org

Learn Zillion

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion. www.learnzillion.com

Field Trip Ideas

Unit 1

ALSTEDE FARMS - Let us teach you about farming in the most fun way! We open our doors to groups of all ages and sizes because we understand the importance of hands-on education. We personalize each farm tour and field trip, depending on the group's interests. You will navigate our farm by taking hayrides out to the beautiful fields and orchards, greenhouses, school classroom, our friendly animals and last but not least – having a great outdoor day at our family owned farm. You choose the other activities- climb the giant hay pyramid, have lunch and refreshing lemonade or take a self-guided tour of our animals.

<http://alstedefarms.com/group-events-and-tours/group-farm-tours/?gclid=Cjzn-W4IMYCFQgUHwodK1oAxA>

GREEN MEADOWS FARM Hazlet, NJ - Green Meadows Petting Farm in Hazlet, New Jersey is a unique hands on learning adventure with hundreds of friendly farm animals. Some of our many petting zoo activities include milking a cow, feeding our animals, tractor drawn hayrides and fall pumpkin picking. Give us a call and we'll bring the fun to you! We're the ideal farm animal experience for families, birthday parties, groups and school field trips!

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

PENNINGS ORCHARD Warwick, NY - We look forward to seeing you next year for all your favorite activities including the [u-pick](#), farm market, [pumpkin fields](#), hayrides, [farm animals](#), [kiddie maze and more](#).

<http://www.penningsorchard.com/blog/>

Unit 2

NEWARK MUSEUM - All programs at the Newark Museum are aligned with the New Jersey Core Curriculum Standards and address the goals of the National Common Core Standards initiative. Designed to be fun and engaging, the content-rich programs are based on the renowned art and science collections and engage students in learning that will enhance their academic skills, All of the programs are led by professional educators, using an inquiry based and discussion approach, never lectures. Special services include the state-of-the-art planetarium and portable SKYLAB & Distance Learning videoconferences.

<http://newarkmuseum.org/>

Field Trip Ideas

Unit 3

LIBERTY SCIENCE CENTER - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

<http://lsc.org/plan-your-visit/>

Unit 4

BERGEN COUNTY ZOO Paramus, NJ - This great zoo, located in **Van Saun County Park**, is home to a wide variety of wild and domestic animals, living in recreated habitats natural to each species. **School Programs** for grades Pre-K and up include '*Sense'-Sational Animals* (grades Pre-K - 1): a unique introduction to animals through the five senses; *Survival Strategies* (grades 2 and up): an exploration of incredible adaptations for survival; *Dispelling the Myths* (all grades): unravels riddles like Are Snakes Really Slimy? Can Owls Really Turn Their Heads all the way around? and more; and several others, including thematic Guided Tours of the zoo for Pre-K and up. A program takes 30 - 40 minutes per group of 25.

<http://www.co.bergen.nj.us/index.aspx?NID=437>

TURTLE BACK ZOO West Orange, NJ - We have daily, free live animal programs. We also offer programs for groups that can be scheduled for an Education Center Classroom. There is a fee for these programs and they have to be scheduled at least three weeks in advance. Programs can be especially tailored for to meet your needs, including for Boy and Girl Scout groups to help with badge requirements.

<http://turtlebackzoo.com/education/>

ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> ▪

“Word clouds” from text that you provide-<http://www.wordle.net/>

- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/> ▪

Learn a language for FREE-www.Duolingo.com

- **Time on task for students**-<http://www.online-stopwatch.com/>

- **Differentiation activities for students based on their lexile-** www.Mobymax.com ▪

WIDA- <http://www.wida.us/>

- **Everything ESL -** <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

- **Hope4Education -** <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135> ▪

OELA - <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/> ▪

Learning Resource Centers (LRC Network) <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

Click on "Services" and scroll down to the library in your region.

ELL Resources

- **1-Language.com** - <http://www.1-language.com>
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>
Games and quizzes for practicing vocabulary

Students K-8

- **Kindersite** - <http://www.kindersite.org>
1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids** - <http://www.learninggamesforkids.com>
Learning games and songs for preschool and elementary children
- **SpellingCity.com** - <http://www.SpellingCity.com>
Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com** - <http://www.starfall.com>
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aamatematicas.com>
over 2500 interactive math lesson pages
- **NASA's Space Place** - <http://spaceplace.nasa.gov>
NASA's education program; also available in Spanish
- **Achieve 3000**-<http://www.achieve3000.com/>

ELL Resources

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com> Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>
Search by college or location. Updated annually

Special Education Resources

- **Animoto**

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

- **Bookbuilder**

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

- **CAST**

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

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

- **Crayon**

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.

<http://crayon.net/>

- **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

<http://www.educationoasis.com/printables/graphic-organizers/>

- **Edutopia**

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

<http://www.edutopia.org/>

Special Education Resources

- **Glogster**

Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.

<http://edu.glogster.com/?ref=personal>

- **Interactives – Elements of a Story**

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

<http://www.learner.org/interactives/story/index.html>

- **National Writing Project (NWP)**

Unique in breadth and scale, the NWP is a [network of sites](#) anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

<http://www.nwp.org>

- **Pacecar**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://pacecar.missingmethod.com/>

- **Plickers**

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.

<https://plickers.com/>

- **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials

<http://www.readwritethink.org>

- **RubiStar**

RubiStar is a free tool to help teachers create quality rubrics.

<http://rubistar.4teachers.org/index.php>

Special Education Resources

- **VisuWords**

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.

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

- **Vocab Ahead**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

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

- **Voki**

Voki is text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

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

- **Webspiration**

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. <http://www.mywebspiration.com/>

- **Wordle**

Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.

<http://www.wordle.net/>

