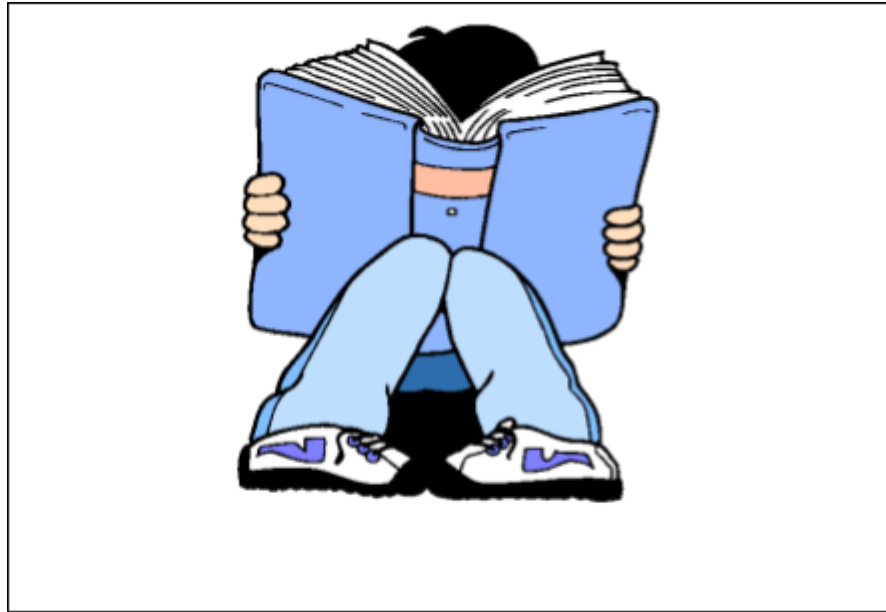


ENGLISH LANGUAGE ARTS



Grade 2: Unit 6 Reading

Literature and Informational Text

Opinion 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 6

**Topic: Reading Literature and Informational Text
Narrative And Opinion Writing**

NJSLS

DISTRICT RESOURCES

Vocabulary: Words to Know (High-Frequency Words), Target Vocabulary, Domain Specific Vocabulary, Spelling Words, and Terms About Reading/Language Arts

Reading Instruction: Journeys: Life Cycles, Fossils, Traditional Stories, Historical Figures and Documents)

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.

Writer’s Workshop: Journeys: Opinion Writing (Response Poem, Paragraph, Response Paragraph, Response Essay)

Reading Standards:

Literature

RL.2.1, RL.2.2, RL.2.3,
RL.2.5, RL.2.6, RL.2.7,
RL.2.9, RL.2.10

Informational

RI.2.1, RI.2.2, RI.2.3,
RI.2.4, RI.2.6, RI.2.7,
RI.2.8, RI.2.9, RI.2.10

Reading Foundational Skills:

RF.2.3A,B,C,D,E,
F, RF.2.4,A,B,C

Writing Standards:

W.2.1, W.2.2, W.2.5,W.2.6,
W.2.7, W.2.8

Language Standards:

L.2.1D,E,F, L.2.2C,D,
L.2.3A, L.2.4A,C,E,
L.2.5A,B,L.2.6

Speaking and Listening Standards:

SL.2.1A,B,C, SL.2.2,
SL.2.3, SL.2.4, SL.2.5,
SL.2.6

Instruction: 8 weeks

Assessment: 1 week

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, 8.1.2.D.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 engage in discussions of the unit, and share through media with common grade level.

Digital Citizenship

- Model legal and ethical behaviors when using both print and non-print information by citing resources.

Example: Students will refer to key details within the text within the unit, and explain where the information came from (citing sources).

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

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

Backspace/Delete to edit incorrect letters in body of text

Highlight text to edit

Use spell check

Keyboarding Skills

Demonstrate awareness of home row keys

Demonstrate proper fingering of home row keys

Internet Skills

Use a web browser to search on specific sites

Programs

Microsoft Word

Internet Explorer

Microsoft PowerPoint

Career Ready Practices

Standards

CRP1, CRP2, CRP4, CRP6

- **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.

- **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

Example: Students will apply appropriate academic and technical skills when making relevant global connections to text.

- **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

· **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization

Example: Students will demonstrate creativity by producing an original writing piece.

<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:

6- Reaching	<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
5- Bridging	<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.
4- Expanding	<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
3- Developing	<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
2- Beginning	<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

Science Connection:

Standard: 2-LS4-1

After reading “The Mysterious Tadpole” and “From Eggs to Frog,” students will watch a BrainPop Jr. Video on Frogs (<https://jr.brainpop.com/science/animals/frogs/>). Students can complete the Write About it, Draw About It, and Games. Students will make observations of the habitat of a frog and identify the steps within the life cycle of a frog.

Technology Connection:

Standard: 8.1.2.A.2

This activity can be completed with “My Name is Gabriela” and “Poems About Reading and Writing”. Using Microsoft word, have students compose their descriptive paragraph.

Social Studies Connection:

Standard: 6.1.4.C.12

After reading “Now and Ben,” students will participate in a discussion about the impact of Ben Franklin’s invention. Students will draw a picture and write what life would be like if the invention was never created.

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 Assessment

- 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				30
		26	27	28	29	
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>).		X	X	X	X
L.2.1E	Use adjectives and adverbs, and choose between them depending on what is to be modified.		X			X
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			
L.2.2A	Capitalize holidays, product names, and geographic names.					
L.2.2B	Use commas in greetings and closings of letters.					
L.2.2C	Use an apostrophe to form contractions and frequently occurring possessives.	X		X		
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		
L.2.2E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.					
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	

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>).		X			
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

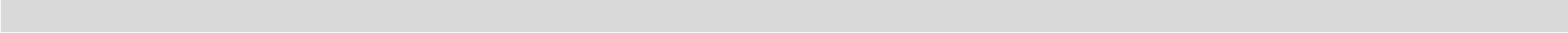
RF.2.3A	Know spelling-sound correspondences for common vowel teams.		X			X
RF.2.3B	Decode regularly spelled two-syllable words with long vowels.				X	X
RF.2.3C	Decode words with common prefixes and suffixes.				X	X
RF.2.3D	Identify words with inconsistent but common spelling-sound correspondences.	X	X	X		
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		
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	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			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.					
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	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.	X		X	X	
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.			X	X	

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	
READING: INFORMATIONAL TEXT						
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a		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.					X
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> .		X			X
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			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.		X			
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	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.					
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
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	X		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).	X	X	X		

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	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).					
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
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
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		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	Lessons 26-30	Topic: Reading Literature and Informational Text Narrative And Opinion Writing
<p>Standards: NJSL:</p> <p>Reading Literature: 2.1,2.2, 2.3, 2.5,2.6,2.7,2.9, 2.10 Reading Informational: 2.1,2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10</p> <p>Reading Foundational Skills: 2.3A,B,C,D,E, F, 2.4,A,B,C Writing: 2.1, 2.2, 2.5, 2.6, 2.7, 2.8</p> <p>Language: 2.1D,E,F, 2.2C,D, 2.3A, 2.4A,C,E, 2.5A,B, 2.6 Speaking and Listening: 2.1A,B,C, 2.2, 2.3, 2.4, 2.5, 2.6</p>		

New Jersey Student Learning Standard (NJSL) RL.2.1

NJSL: 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 NJSL: 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.
<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 respond to who, what, where, and when questions. · Recall key details from a story 	<ul style="list-style-type: none"> ▪ Who is the story about? ▪ Where did the story take place? ▪ When did the story take place? ▪ What happened in the story? 	<ul style="list-style-type: none"> · Given six details, students will select which details are from the story. · Engage in a think pair share and respond to questions (who, what, when, where).

<p>· ESL Levels 1-2.4 ·</p> <p>WIDA 2: Reading, Speaking</p>	<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 	<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
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· Special Education Students - Low Group		place?	setting of the story. ▪ Teacher reads story aloud in chunks and match illustration to key words and phrases.
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New Jersey Student Learning Standard (NJSL) RL.2.2

NJSLS: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Essential Element of the NJSLS: Using details from the text, recount events from familiar stories from diverse cultures.

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">· Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables· Determine what lesson of the story	<ul style="list-style-type: none">· What is the central message in this story, fable, or folktale?· Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale.· What is the moral of the story? fable? folktale?· How is this story, fable, folktale different from what you already know?· Where does this story come from?	<ul style="list-style-type: none">· Given a fable, students write, draw, or describe the moral. They may even be able to underline it within the passage.· Given a folktale, students write, draw, or describe the message of the story. They may even be able to underline it within the passage.

<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"> · Retell stories · Identify the central message found in literature from diverse cultures, including folktales and fables · Determine what lesson of the story? 	<ul style="list-style-type: none"> · Is the central message in this story/fable/folktale ____ or ____? · Is the problem/conflict in the story/fable/folktale ____ or ____? · Is the resolution ____ or ____? · What is the moral of the story/Fable/folktale 	<ul style="list-style-type: none"> · Working in a small group, students will be given an excerpt of a fable and students write, draw, or describe the moral. They may even be able to underline it within the passage. · Working in a small group, students will be given an excerpt of a folktale and students write, draw, or describe the message of the story. They may even be able to underline it within the passage.
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		<p>____, ____ or ____?</p> <ul style="list-style-type: none"> · Is this story, fable, folktale different from what you already know? · Do you know where this story comes from? 	
<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"> · Retell stories · Identify the central message found in literature from diverse cultures, including folktales and fables · Determine what lesson of the story? 	<ul style="list-style-type: none"> · Is the central message in this story/fable/folktale ____ or ____? · Is the problem/conflict in the story/fable/folktale ____ or ____? · Is the resolution ____ or ____? · What is the moral of the story/Fable/folktale ____ , ____ or ____? · Is this story, fable, folktale different from what you already know? · Do you know where this story comes from? 	<ul style="list-style-type: none"> · Teacher will read a fable and describe the moral to the students. Students will then create an illustration based off what the teacher described. · Teacher will read a folktale and describe the moral to the students. Students will then create an illustration based off what the teacher described.

New Jersey Student Learning Standard (NJSL) RL.2.4

NJSLS: 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

Essential Element of the NJSLS: Use rhyming or repetitions to identify words that meaningfully complete a familiar story, poem, or song.

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"> · Analyze how words and phrases provide meaning to a poem, story, or song · Identify the parts of the poem that rhyme · Identify the parts of the poem that show the beat · Determine which part shows alliteration · Define words and phrases specific to grade 2 	<ul style="list-style-type: none"> · Can you identify words that rhyme? · What is difference between a word, a phrase, or a sentence? · Find a sentence that shows an example of alliteration. · Can you come up with a sentence where all the words start with the letter _____? · Identify words that rhyme. · Identify and clap the rhythm in a stanza. · Do you see any repetition in this story, poem, or song? · Why do you think the author repeated that line? · How do you know this is a poem and not a story? 	<ul style="list-style-type: none"> · Students write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Students share the sounds where they choose in the poems. Once they practice the poems and share with the class, student must also share the reasoning as to why the sound best fit in the poem where it was placed. · Use the following website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As they become familiar with the term alliteration and how it is used in the poems, ask students to describe how the words give the reader a better understanding of the poem?
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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 how words and phrases provide meaning to a poem, story, or song · Identify the parts of the poem that rhyme · Identify the parts of the poem that show the beat · Determine which part shows alliteration · Define words and phrases 	<ul style="list-style-type: none"> · Can you show me words that rhyme? · Do you know the difference between a word, a phrase, or a sentence? · Can you find a sentence that shows an example of alliteration? · Can you come up with a sentence where all the words start with the letter _____? · Identify and clap the rhythm in this stanza. · Do you see any repetition in this story, poem, or song? · Why do you think the author repeated that line _____ or _____? · Do you know if this is a poem and not a story? 	<ul style="list-style-type: none"> · Teacher will model how to write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Teacher will share where the sounds were they choose in the poems. Students will practice listening for the sounds in further readings of the poem. Teacher will also share with the class the reasoning as to why the sound best fit in the poem where it was placed. · Use any website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As a whole class, students will describe how the words give the reader a better understanding of the poem. Teacher will chart the student responses.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Understand how words and phrases provide meaning to a poem, story, or song 	<ul style="list-style-type: none"> · Do the words _____ and _____ rhyme? · Do you know the difference between a 	<ul style="list-style-type: none"> · Teacher will model how to write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Teacher will share where the sounds were they choose in

<p>Speaking</p> <p>· Special Education Students - Low Group</p>	<ul style="list-style-type: none"> · Identify the parts of the poem that rhyme · Identify the parts of the poem that show the beat · Define words and phrases 	<p>word, a phrase, or a sentence? Is a word/phrase/sentence _____?</p> <ul style="list-style-type: none"> · Do you know alliteration? · Does this sentence have all the words starting with the letter _____? · Identify and clap the rhythm in this stanza while I read it. · Do you see any repetition in this story or song? · Why do you think the author repeated that line? _____? · Do you know if this is a poem? 	<p>the poems. Students will practice listening for the sounds in further readings of the poem. Teacher will also share with the class the reasoning as to why the sound best fit in the poem where it was placed.</p> <ul style="list-style-type: none"> · Use any website to print rhyming poems and disperse to the classroom in a station or as a whole group. Students read and highlight the words in the poem that rhyme. As a class they will chart the rhyming words.
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New Jersey Student Learning Standard (NJSLS) RL.2.6

NJSLS: 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.

Essential Element of the NJSLS: Identify the speakers in a dialogue.

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"> · Recognize that characters have different points of view · Determine how the characters think/feel about the events · Identify any characters that have similar thinking · Consider the character's voice when reading out loud · Describe why a character has a different point of view in a story 	<ul style="list-style-type: none"> · Describe the difference between the two character's points of view. · Can you change your voice so it sounds like how the character might sound? · What makes the characters speak or act differently? · Why was it important for the author to use dialogue? · How are the characters different or alike? · What contrast can you make between the characters? · Would you think the same way as the character does? Why? Why not? 	<ul style="list-style-type: none"> · During reading, ask students to describe the character's point of view about a particular event in the story. What feelings does the character show? How does the reader know (connection)? What evidence from the text can be used? Can other characters' points of views be formed? Draw upon word knowledge or clues from the text to infer meanings. · Have students use character trait words to describe each main character in the story and complete a character trait sheet. This will help students focus on the characters and their points of view. This can be completed in a list or paragraph form.
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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 that characters have different points of view · Identify how the characters think/feel about the events · Identify any characters that have similar thinking · Think about the character's voice when reading out loud · Identify when a character has a different point of view in a story 	<ul style="list-style-type: none"> · Are the differences between the two character's points of view _____ and _____? · Can you change your voice so it sounds like how the character might sound? · Do you know what makes the characters speak or act differently? Could it be because of _____? · Is it important for the author to use dialogue? · How are the characters different or alike? · Can you use a Venn diagram to compare/contrast the characters? · Do you think the same way as the character does? Why? Why not? 	<ul style="list-style-type: none"> · During teacher read aloud, have a whole group discuss to list and create an anchor chart about the character's point of view about a particular event in the story. What feelings does the character show? How does the reader know (connection)? What evidence from the text can be used? Can other characters' points of views be formed? Draw upon word knowledge or clues from the text to infer meanings. · Working with a partner, students will complete a character trait graphic organizer and will use character trait words to describe each main character in the story. Teacher will provide a list of character trait words and phrases.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Understand that characters have different points of view · Understand that you can identify how the characters think/feel about the events · State any characters that 	<ul style="list-style-type: none"> · Is _____ a difference between the two character's points of view? · If I change my voice does it sounds like how the character might sound? 	<ul style="list-style-type: none"> · During teacher read aloud, teacher will model how to list and create an anchor chart about the character's point of view about a particular event in the story. What feelings does the character show? How does the reader know (connection)? What evidence from the text can be used? Can other characters' points of views be
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<p>Students - Low Group</p>	<p>have similar thinking</p> <ul style="list-style-type: none">· Understand that a character may have a different point of view in a story	<ul style="list-style-type: none">· Do the characters speak or act differently because of _____?· Is it important for the author to use dialogue?· Are the characters different or alike?· Can you use a Venn diagram to compare/contrast the characters?· Do you think the same way as the character does?	<p>formed? Draw upon word knowledge or clues from the text to infer meanings.</p> <ul style="list-style-type: none">· Student will review a list of characters and the trait words to describe them. They will then complete an illustration of their character using several words from the list.
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New Jersey Student Learning Standard (NJSL) RL.2.9

NJSLS: 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.

Essential Element of the NJSLS: Identify similarities between two episodes in a story.

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 similarities and differences of events in different versions of the same story · Identify similarities and differences in characters in different versions of the same story 	<ul style="list-style-type: none"> · Why do you think the authors created their own version of the same story? · What are some of the differences you notice in the two stories? · Did the authors change the main ideas in their versions of the story? · Compare and contrast the differences in the authors' interpretation. · Which culture (country) is represented in this story? · What is the relationship between the two stories? · What would have happened in the story if the cultural setting were different? 	<ul style="list-style-type: none"> · After reading two or more versions of the same story, students create a checklist of the things the stories have in common, as well as make a list of traits each story has as its own to compare and contrast the different versions of the same story. · Students complete a Venn diagram or comparison map to compare and contrast the stories. They could write responses on the chart paper, handout, or use sticky notes to put on a chart.
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 	<ul style="list-style-type: none"> · Compare and contrast the 	<ul style="list-style-type: none"> ▪ What are some of the 	<ul style="list-style-type: none"> ▪ Given two versions of the same story with

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<p>same illustrated text by different authors.</p> <ul style="list-style-type: none"> · Compare and contrast selected illustrated texts from different cultures. 	<p>differences you notice in the two stories?</p> <ul style="list-style-type: none"> ▪ Which culture (country) is represented in this story? ▪ Are the main ideas the same in ____ and ____ versions of the story? 	<p>illustrations, students will list two similarities and two differences between the texts and/or illustration.</p> <ul style="list-style-type: none"> ▪ After reading an appropriately leveled text with illustrations students will complete a Venn diagram with a partner.
<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"> · Compare and contrast the same illustrated text by different authors. · Compare and contrast selected illustrated texts from different cultures. 	<ul style="list-style-type: none"> ▪ How are these stories similar? ▪ How are these stories different? ▪ Is _____ the same main idea in ____ and ____ stories? 	<ul style="list-style-type: none"> ▪ Given two versions of the same story with illustrations, students will circle two similarities and two differences from provided visual choices. ▪ After reading an appropriately leveled text students will draw similarities and differences.

New Jersey Student Learning Standard (NJSL) RL.2.10

NJSL: 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 NJSL: 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
<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· WIDA 2: Reading,	<ul style="list-style-type: none">· Demonstrate good reading habits· Read various types of	<ul style="list-style-type: none">· Have you read any poems, adventure stories, or fairy tales lately?	<ul style="list-style-type: none">· Allow students to make a story collage of the favorite stories and poems they have read. They can draw pictures, use words from the
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<p>Speaking</p> <ul style="list-style-type: none"> · Special Education Students - Mid Group 	<p>leveled texts proficiently, independently, and closely</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>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

NJSLS: 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 NJSLS: 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 text, 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 	<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? 	<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 text took place. · Given an excerpt, students will demonstrate understanding of key details by answering
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Students - Mid Group		<ul style="list-style-type: none"> When is this text taking place? 	<p>“wh” questions about the text.</p>
<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 text 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.2.2

NJSL: RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Essential Element of the NJSL: Identify the topic of the 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"> · Identify the main idea and overall focus of a multi-paragraph text · Determine the main idea of the text · Determine the important ideas in the text · Determine the details that lead to the main idea 	<ul style="list-style-type: none"> · What is the main idea of this text? · What is the topic sentence in this paragraph? · What additional details does the author give us in this paragraph that helps us understand the main topic? · Construct the main ideas of multiple paragraphs in a text. · Is there a map or graphic organizer you can use to keep track of the main ideas in each paragraph? · List some of the supporting details found in this multi-paragraph text. · What is the focus of this paragraph? 	<ul style="list-style-type: none"> · During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection. · Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Identify the main idea and overall focus of a multi-paragraph text · Identify the main idea of the 	<ul style="list-style-type: none"> · What is the topic sentence in this paragraph _____ or _____? 	<ul style="list-style-type: none"> · Students will read text and match illustrations to key words and phrases. · Students will use a graphic organizer with the
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<p>Speaking</p> <ul style="list-style-type: none"> Special Education Students - Mid Group 	<p>text</p> <ul style="list-style-type: none"> Determine the important ideas in the text Identify the details that lead to the main idea 	<ul style="list-style-type: none"> What is the main idea of this text ____ or ____? Can you find additional details in this paragraph that helps us understand the main topic? Is there a map or graphic organizer you can use to keep track of the main ideas in each paragraph? Are ____, ____ and ____ supporting details that are found in this multi-paragraph text. Is the focus of this paragraph ____ or ____? 	<p>main idea of each paragraph written. They will complete the organizer listing two – three details that match the main idea. Teacher will chart the students’ answers.</p> <ul style="list-style-type: none"> Students can work with a small group and then engage in a fishbowl activity to discuss what the text is about.
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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"> · Identify the main topic within a multi-paragraph text through “chunking” · Identify the topic sentence of a paragraph in a text. 	<ul style="list-style-type: none"> · Is the main idea of this text _____? · Can you find one additional detail in this paragraph that helps us understand the main topic? · Did you use a graphic organizer to keep track of the main ideas in each paragraph? · Are ____ and _____ supporting details that are found in this multi-paragraph text. · Is the focus of this 	<ul style="list-style-type: none"> · Teacher will engage in a read aloud of an excerpt of a text. Students will follow along and highlight key words and phrases. They will then complete a matching sheet to match those words/phrases to illustrations. · Teacher will read a text aloud followed by a reread of each paragraph to the students. After each paragraph the class will discuss the main idea and meaning of each paragraph.
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		paragraph _____?	
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New Jersey Student Learning Standard (NJSL) RI.2.3

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

Essential Element of the NJSLS: Identify individuals, events, or details in an informational text.

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 how different historical events, scientific ideas, or “how to” procedures link together in a text · Identify text details, events, or ideas that are chronological or sequential · Retell chronological or sequential text details in the appropriate order · Compare and contrast ideas from the text 	<ul style="list-style-type: none"> · How did inventing _____ change history? · How did the life of <i>(historical figure)</i> effect people today? · Which step would you do first? Which would you do last? · How has this _____ changed over time? · Show me how scientific ideas or concepts are the same and how they are different? · Using a timeline, sequence the historical events compare the historical events to your present life. · Is the past important? What can we learn from the past? · Why is it important to do step 1 in a technical procedure before step 3? · What do you think would 	<ul style="list-style-type: none"> · After reading a set of books of related historical events, have the students draw a timeline of the events from the various stories in order. i.e., Read Underground Railroad, Tubman, and Lincoln; Moving to Jesse Own, Rosenwald (1920), Rosa Parks (1955), Ruby Bridges and the Greensboro Sit-In (1960), and, finally, Martin Luther King, Jr. Grouping: partner or individual · Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. Since many texts can be confusing to students this strategy can help students focus in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way.
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		happen if you did not follow the steps in order?	
<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"> · Compare scientific ideas or concepts. · Understand the sequence of steps in a technical procedure. · Describe how a scientific event influences another. 	<ul style="list-style-type: none"> · How did inventions change history? · Which step would you do first and which step would you do last? · Why is it important to do step 1 first? · What do you think would happen if you did not follow the steps in order? 	<ul style="list-style-type: none"> · After reading an appropriately leveled text about scientific inventions students use highlighters to highlight the invention and textual evidence to support how that invention changed history. · Given a list of technical procedure steps, students will place the steps in correct order. · Teacher and students will engage in an accountable talk discussion (using accountable talk stems) about historical events, inventions and scientific concepts.
<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 scientific ideas or concepts. · Understand the sequence of steps in a technical procedure. · Know how a scientific event influenced another. 	<ul style="list-style-type: none"> ▪ Did this invention change history? ▪ Would you do step ____ or _____ first? ▪ Do you think you need to follow the steps in order? 	<ul style="list-style-type: none"> - After reading an appropriately leveled text with illustrations about scientific inventions students match the invention to a picture that shows how that invention changed history. - Given illustrations that demonstrate technical procedure steps, students will place the steps in correct order.

New Jersey Student Learning Standard (NJSL) RI.2.4

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

Essential Element of the NJSLS: Identify words related to a topic of a text.

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"> · Analyze how words and phrases provide meaning to a poem, story, or song · Define words and phrases specific to grade 2 	<ul style="list-style-type: none"> · Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word. · What will you do if you come to a word you don't know? · Remember to look at our poster if you need help understanding a word. · What strategies can you use to help find out what a word means? · How does the particular meaning of the same word change in different contexts? · Explain the meaning of the word that includes a prefix or suffix from the text. · Did you try using the computer's dictionary to find the meaning of the word? 	<ul style="list-style-type: none"> · Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. · A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.
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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"> · Determine the meaning of new words or phrases. · Identify the meaning of root words in a text. · Show understanding of key facts or information in a text. · Demonstrate understanding of text features: glossaries, bold print, and subheadings. 	<ul style="list-style-type: none"> ▪ What will you do if you come to a word you do not know? ▪ What strategies can you use to help you find what a word means? ▪ Where would you find a glossary or index in your book? ▪ Can you retell key facts from the text? 	<ul style="list-style-type: none"> · Engage in a cloze sentence/text activity. Given five sentences students have to replace the underlined word with a new vocabulary word. · After reading an appropriately leveled text, highlight unknown words and discuss with a partner the meaning of the word using context clues. Think pair share.
<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"> · Determine the meaning of new words or phrases. · Demonstrate understanding of text features: glossaries, bold print, and subheadings. 	<ul style="list-style-type: none"> ▪ What will you do if you come to a word you do not know? ▪ Where would you find a glossary or index in your book? ▪ Which of the following is a key fact from the text? 	<ul style="list-style-type: none"> · Teacher demonstrates using a glossary to determine the meaning of words. · After reading an appropriately leveled text with illustrations, teacher will demonstrate how to locate information in those illustrations.

New Jersey Student Learning Standard (NJSL) RI.2.8

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

Essential Element of the NJSL: Identify points the author makes in an informational 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"> · Identify the main points in a text · Identify reasons that the authors uses to support the main points in a text · Evaluate how or why the author uses the reasons to support the main points in a text 	<ul style="list-style-type: none"> · What does the writer think about the problem? · Explain in your own words the reasons that support the author’s main purpose. · Why do you think the author wrote that? · What details did the author use to support his/her main purpose? · Did the author justify his/her ideas? · Why did the author write this piece? 	<ul style="list-style-type: none"> · After reading an informational text piece, ask students to identify the key/specific points. Then ask students what reasons are in the text to support those key/specific points and how the reasons support the key/specific points. · After reading an informational text piece, give students a graphic organizer. Each student is to locate a key point that the author makes and write it in the middle of the organizer and then write any supporting reasons around it. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point.

<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 author's main points in the story. · Know that authors use specific details to make a point. · Understand that authors try to explain their thinking and have reasons to support them. 	<ul style="list-style-type: none"> ▪ What does the writer think about the problem in the text? ▪ What reasons in the text supports the author's main purpose. ▪ Why do you think the author wrote that sentence/paragraph? 	<ul style="list-style-type: none"> · After reading an appropriately leveled informational text, highlight and locate two supporting reasons provided by the author within the text. · Given six sentences, determine the author's point of view (provide a selection of possible points of view for students to select from). · Teacher will provide students with a graphic organizer that states the author's point of view. Students will complete the graphic
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	<ul style="list-style-type: none"> · Locate reasons provided by the author in the text. 	<ul style="list-style-type: none"> ▪ Why did the author write this piece? 	<p>organizer stating reasons from the text that support the provided point of view.</p>
<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 authors point of view · Know that details support the author's point of view. · Locate reasons provided by the author in the text. 	<ul style="list-style-type: none"> ▪ Was the author's point of view ____ or _____? ▪ Does _____ support the author's point of view? ▪ Which image in the text shows the author's purpose? ▪ Why did the author write this passage? 	<ul style="list-style-type: none"> ▪ After reading an appropriately leveled informational text with illustrations, Students will draw a picture to support one of the reasons located in the text. ▪ Given four short sentences with illustrations, students will match the illustrations/sentences that support author's point of view. ▪ Teacher will provide students with a graphic organizer that states the author's point of view. Students will complete the graphic organizer drawing reasons from the text that supports the provided point of view.

New Jersey Student Learning Standard (NJSL) RI.2.9

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

Essential Element of the NJSL: Identify a common element between two texts on the same topic.

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 most important points in the text · Find similarities and differences in those points when reading texts on the same topic 	<ul style="list-style-type: none"> · What is the text about? · What are the key details? · Read both texts. What is the difference between them? (contrast) · How are the two pieces alike? (compare) · Can you fill in the Thinking Map showing the similarities and differences between the two texts? · How were the illustrations used in both books? · What did the illustration in the books tell you? · Can you tell your partner what is the same/different about what you are reading? 	<ul style="list-style-type: none"> · Students create a checklist of key points the texts have in common, as well as make a list of points each text has as its own. · Students complete a Venn diagram to compare and contrast the texts. They could write responses on the chart paper, handout, or use sticky notes to put on a chart. · Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Analyze texts · Identify the points the author is making. 	<ul style="list-style-type: none"> ▪ What is the text about? ▪ What are the key details? ▪ Read both texts. What is 	<ul style="list-style-type: none"> ▪ Given an appropriately leveled text, underline signal words and phrases that indicate the important points that author is making. ▪ After reading two appropriately leveled
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<p>Speaking</p> <ul style="list-style-type: none"> · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identify the key details. · Describe the similarities/differences between both texts. 	<p>the difference between them? (contrast)</p> <ul style="list-style-type: none"> ▪ How are the two pieces alike? (compare) ▪ How do authors use compare/contrast to help readers understand information? ▪ What signal words would readers look for to identify compare/contrast? 	<p>informational texts with a partner, use a Venn Diagram to compare and contrast similarities and differences in both texts.</p> <ul style="list-style-type: none"> ▪ Provide students with two similarly themed and appropriately leveled texts to compare and contrast with a partner. Then engage in a whole group discussion.
<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"> · Analyze texts · Identify the points the author is making. · Identify the key details. · Describe the similarities/differences between both texts. 	<ul style="list-style-type: none"> ▪ Is the text about _____ or _____? ▪ Is _____ a key detail? ▪ Read both texts. What is different between these two texts? ▪ What is the same between these two texts? 	<ul style="list-style-type: none"> ▪ Given an appropriately leveled text with illustrations, students will find illustrations, single words and phrases that indicate the important points. ▪ After reading two informational texts with illustrations, use a Venn Diagram to draw illustrations that compare and contrast similarities and differences in both texts. ▪ Provide students with two similarly themed and appropriately leveled texts with illustrations to compare and contrast with a partner. Then engage in a whole group discussion.

New Jersey Student Learning Standard (NJSL) RI.2.10

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

Essential Element of the NJSLS: 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? <p>Is the informational text different from _____ ?</p>	<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 (NJSL) W.2.1

NJSL: 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.

Essential Element of the NJSL: Select a book and write, draw, or dictate to state an opinion 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 · State opinion and reasons that support the opinion · Incorporate simple and compound sentence structures · Use linking words (e.g., because, and, also) · Describe order of events using transition words (e.g. first, next, then, last) · Choose descriptive words that match thinking, feelings, and actions · End with a closing statement 	<ul style="list-style-type: none"> · Who is your audience? · What is your purpose for writing? · From what point of view will you be writing? · Did I completely explain my opinion of topic or argument in my paper? · Does the reader know my opinion? · How did I support my opinion with details? · Did I include transitional or linking words? · Did my opinion end with a strong conclusion? · Does your conclusion sum up or restate your opinion or purpose? · What linking words could you use to help your reader follow your thinking? 	<ul style="list-style-type: none"> · Allow students to connect reasons and evidence to support their opinions in writing that are appropriate to audience and purpose. · Write an opinion piece that includes an introduction, reasons with supporting details, and conclusion.
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 	<ul style="list-style-type: none"> · Include an introduction statement 	<ul style="list-style-type: none"> · Who is your audience? · Do you have a purpose 	<ul style="list-style-type: none"> · Teacher will model how to connect reasons and evidence to support their

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · State opinion and two – three reasons that support the opinion · Incorporate simple and compound sentence structures · Use linking words (e.g., because, and, also) · List order of events using transition words (e.g. first, next, then, last) · Understand descriptive words that match thinking, feelings, and actions · End with a closing statement 	<p>for writing?</p> <ul style="list-style-type: none"> · From what point of view will you be writing _____, _____, _____? · Did you explain your opinion about your topic or argument in your paper? · Will the reader know your opinion? · Did you support your opinion with details? · Did you include transitional or linking words from the provided list? · Did your opinion end with a conclusion? · Does your conclusion restate your opinion or purpose? 	<p>opinions in writing that are appropriate to audience and purpose.</p> <ul style="list-style-type: none"> · Following a teacher model and being given a question sheet, students will answer questions that will help them to write an opinion piece that includes an introduction, reasons with supporting details, and conclusion.
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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"> · Include an introduction · State opinion and one – two reasons that support the opinion · Understand simple and compound sentence structures · Know linking words (e.g., because, and, also) 	<ul style="list-style-type: none"> · Do you know your audience? · Is your purpose for writing _____ or _____? · From what point of view will you be writing _____ or _____? · Do you know how to explain your opinion about your topic or 	<ul style="list-style-type: none"> · Teacher will provide students with sentences that need to be connected using linking words. Students will use a word bank to fill in the blank with the linking words. · Student will conference with a teacher and answer questions about their writing piece; audience, topic, opinion, purpose, conclusion. Teacher will take notes of what the student has said. Students will then draw
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	<ul style="list-style-type: none">· List order of events using transition words (e.g. first, next, then, last)· Understand descriptive words that match thinking, feelings, and actions· End with a closing statement	<p>argument in your paper? ·</p> <p>Is your opinion _____? ·</p> <p>Did you include details? ·</p> <p>Can you include transitional or linking words from the provided list?</p> <ul style="list-style-type: none">· Do you know how to end with a conclusion?· Did you know your conclusion will restate your opinion or purpose?	<p>several pictures about their topic and teacher will use the notes to connect the drawing writing.</p>
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New Jersey Student Learning Standard (NJSL) 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 to make your story more exciting? 	<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
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 	<ul style="list-style-type: none"> · Know that a narrative tells a story 	<ul style="list-style-type: none"> ▪ Who is your story about? 	<ul style="list-style-type: none"> · Use a graphic organizer to outline a story including problem, solution and character

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · 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"> ▪ 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? 	<p>(s).</p> <ul style="list-style-type: none"> · 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 through self-reflection, revising, and editing.

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 a hamburger model, discuss the three main components of a paragraph, or story. The introduction (top bun), The internal or supporting information (the filling), 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 (NJSL) 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.

New Jersey Student Learning Standard (NJSLS) W.2.7

NJSLS: 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).

Essential Element of the NJSLS: Participate in shared research and writing projects.

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">· Understand their role as part of a team and the work they are required to accomplish	<ul style="list-style-type: none">· What is the topic of your report?· Can you narrow your topic?· What sources will you use to find information?· What key words can you use to find your topic online?· Where can you go to find more information?· How will you give your sources credit?· What is the page called where you will list your sources?· How will your group divide the work?	<ul style="list-style-type: none">· Have students select and use resources to identify information about a given topic.· Have students publish the results of their research projects in a written report, paper or visual project.

<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 their role as part of a team and the work they are required to accomplish 	<ul style="list-style-type: none"> · Do you have a topic for your report? · Can you narrow your topic? · Do you know what sources you will use to find information? 	<ul style="list-style-type: none"> · Have students select (from a list provided by teacher) and use resources to identify information about a given topic. · Have students work with a partner to publish the results of their research projects in a written report, paper or visual project. Teacher will provide students with an
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Students - Mid Group		<ul style="list-style-type: none">· What key words can you use to find your topic online: _____ or _____?· Where can you go to find more information, _____ or _____?· Do you know how to give your sources credit?· Is the page where you will list your sources called _____ or _____?· Do you know how your group will divide the work?	overview of how to accomplish this task and well as being available to assist students as needed.
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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 working with a team requires roles in order to produce work 	<ul style="list-style-type: none"> · Is the topic for your report _____? · Can you narrow your topic by _____? · Can you use _____ sources to find information? · What key words can you use to find your topic online: _____ or _____? · Can you go to find more information on _____? · Do you know how to give your sources credit? · Is the page where you will list your sources called _____? 	<ul style="list-style-type: none"> · Provide students with one resource on a topic and assist them in identifying information about their topic. · Have students work with a teacher to publish the results of their project in a written report/visual, paper or visual project.
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		<ul style="list-style-type: none">· Do you know how your group will divide the work?	
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New Jersey Student Learning Standard (NJSL) W.2.8

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

Essential Element of the NJSL: Identify information related to personal experiences and answer simple questions about those experiences.

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"> · Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question · Take notes 	<ul style="list-style-type: none"> · What sources did you use to find your information? · What sources did you find on an internet search? · What sources did you find in a library search? · How can you paraphrase this sentence? · Can you write this sentence using your own words? · Is this information important to your research? · Can you use an organizer to help you group your ideas? 	<ul style="list-style-type: none"> · Discuss a source and the importance of gathering multiple pieces of information to support writing. · Given a passage students will answer questions by using past experiences or gather new information from the passage. · Using graphic organizers, use and cite multiple sources to write and support a piece of writing.

<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"> · Read/listen to information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question · Take notes 	<ul style="list-style-type: none"> · What sources did you use to find your information? · Did you find any sources on your internet search? · Did you find any sources in your library search? · Does _____ paraphrase this sentence? 	<ul style="list-style-type: none"> · Teacher will discuss a source and the importance of gathering multiple pieces of information to support writing. Create a class anchor chart for reference. · Given a passage students will answer questions by using past experiences or gather new information from the passage. A word/phrase bank will be provided by the
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		<ul style="list-style-type: none">· Can you write this sentence using your own words?· Is _____ or _____ information important to your research?· Did you use an organizer to help you group your ideas?	<p>teacher as well highlighted information.</p> <ul style="list-style-type: none">· Using graphic organizers and working with a partner, use and cite two sources to write and support a piece of writing.
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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"> · Read/listen to information provided by teacher to select key pieces of information · Take notes 	<ul style="list-style-type: none"> · What sources did you use to find your information _____ or _____? · Did you and your partner find any sources on your internet search? · Did you and your partner find any sources in your library search? · Does _____ paraphrase this sentence? · Can you write this sentence using your own words? · Is _____ information important to your research? · Do you know how to you use an organizer to help you group your ideas? 	<ul style="list-style-type: none"> · Teacher will discuss a source and the importance of gathering multiple pieces of information to support writing. Create a class anchor chart for reference. · Given an excerpt or a paragraph from a passage, students will answer yes/no or simple words and phrases questions by gathering new information from the passage which has been highlighted to assist the students. A word/phrase bank will also be provided by the teacher. · Using graphic organizers and working with a partner, use and cite two sources to write and support a piece of writing.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

(CCSS unpacked, grade level progression of each standard and additional resources)

*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 26:

-Words with oo, ew, ue, ou

Lesson 27:

-Words with oo (book)

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 28:

-Vowel Diphthongs ow, ou

Lesson 29:

-Reading Longer Words with Long Vowels a and i

- Vowel Diphthongs oi, oy

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 30:

-Reading Longer Words with Long Vowels o and e

-Final Stable Syllable –le

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

Larry the Spring Chicken, *Claire Daniel*
Planet Zogo, *Gus Regallo*
Katy's Invention, *Oscar Cadejo*
Jason and the Space Creature, *Claire Tan*
The Mysterious Bone, *Robert Hirschfield*
Sue Hendrickson, *Karen J. Rothbardt*
Sir Hans Sloane, *Davis LeHahn*
Sue Hendrickson: Fossil Hunter, *M. Lee*
The Youngest Brother, *Anne Zocks*
The Three Princes, *Sabrina De La Guardia*
The Shoemaker, *Audrey Carangelo*
The King and the Princes, *Sabrina De La Guardia*
Brer Rabbit at the Well, *Sharon Richards*
Mouse and the Crocodile, *Anna Halloran*
Wali Dad's Gifts, *Carl Murano*
The Smart Mouse, *Regina Velazquez*
Making a Newspaper, *Samantha Rabe*
America's First Firefighters, *Lena Crawford*
From Trails to Highways, *Stavros Diamandopoulous*
Firefighters in America, *Sienna Jagadorn*

CCSS: Text Exemplars (Appendix B)

Stories:

Steven Kellogg, The Mysterious Tadpole
Gina Sabella, Yeh-Shen
Cinderella
Lily Toy Hong, Two of Everything
Stone Soup

Informational Texts:

From Eggs to Frogs
La Brea Tar Pits
Gene Barretta, Now and Ben
A Model Citizen

Biography

Shirley Raye Redmond, The Dog that Dug for Dinosaurs

<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: again, follow, ago, goes, alone, head, don't, now, every, won't, buy, outside, called, tomorrow, even, town, father, water, maybe, where, above, loved, enough, should, falling, sorry, happened, want, lived, while, eight, upon, near, wash, once, who, paper, woman, seven, your, almost, pushed, dear, remember, door, sometimes, from, together, money, years

Spelling Words

Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Root Room Crew You Spoon Stew Few Boost Bloom Scoop Grew Flew	Took Hood Books Wood Foot Stood Hoof Shook Cook Crook Nook Cookbook	Cow Found House Loud Town Brown Shout Ground Down Pound Mouse Flower	Aim Gain Snail Sly Bay Chain Braid Shy Ray Bright Always Fright	Seated Groan Keeps Roast Speed Bowls Seen Crow Means Owe Clean Grown

Domain-Specific Vocabulary				
Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Larva Biology Organism	Impression Remains Organic Mineral	Oral Tradition Multicultural Generation	Tales Values Beliefs	Patriot Pioneer Symbol Historical

Target Vocabulary				
Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Ordinary Sensible Control Confused Cage Training Upset Suspiciously	Exact Discovered Remove Growled Amazed Explained Guard Souvenirs	Served Concealed Overjoyed Glimmering Valuable Content Worn Task	Search Leaned Contained Tossed Startled Grateful Odd Village	Inventions Achieve Remarkable Composed Designed Result Amounts Accomplishment

Terms About Reading/ Language Arts				
Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30

<p>Infer Predict Generate Dictionary Entry</p>	<p>Distinguish Facts Express Opinion Synonyms</p>	<p>Sequence of Events Classify Categorize</p>	<p>Characters Traits Visualize Relationships Antonyms</p>	<p>Compare Contrast Visualize Connect Dictionary Entry</p>
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Writing

Primary Focus: Writing Unit

Secondary Focus

Routine Writing

Lesson 26

Opinion Writing: Response Poem

Language:

Spelling: Words with oo, ew, ue, ou

Contractions

Lesson 27

Opinion Writing: Opinion Paragraph

Language:

Spelling: Words with oo (book)

What is an Adverb?

Lesson 28

Opinion Writing: Response Paragraph

Language:

Spelling: Vowel Diphthongs ow, ou

Possessive Nouns

Lesson 29

Opinion Writing: Response Essay

Language:

Spelling: Reading Longer Words with

Long Vowels a and i

Possessive Pronouns

Lesson 30

Opinion Writing: Response Essay

Language:

Spelling: Reading Longer Words with

Long Vowels o and e

Choose between adjectives and adverbs

- Opinion writing ·
- Narrative writing
- Shared research writing

Examples:

Reader's Response Notebook

Journals

Blogging

Quick Writes

Interactive Writing



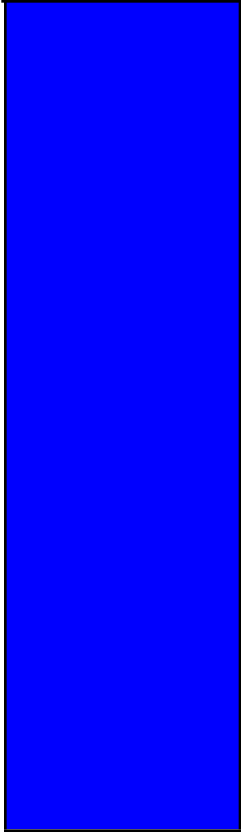
Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

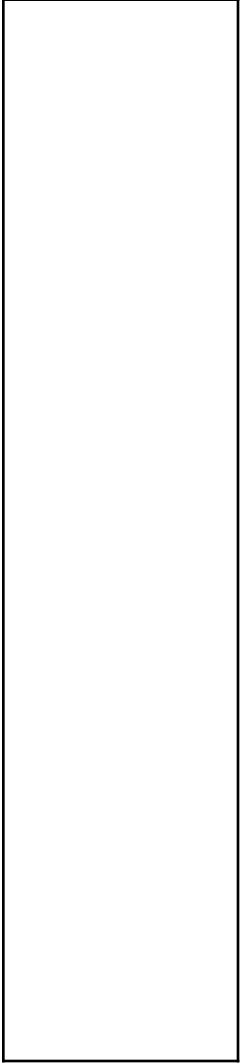
Note to Teacher: The number of lessons in Poetry: Big Thoughts in Small Packages have been adjusted to support instruction and the inclusion of a culminating celebration.

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.

Rubric for Opinion Writing—Second Grade

	Kindergarten (1 POINT)	1.5PTS	Grade 1 (2 POINTS)	2.5PTS	Grade 2 (3 POINTS)	3.5PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told, drew, and wrote her opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote his opinion or his likes and dislikes and said why.	Mid-level	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his	
Lead	The writer wrote his opinion in the beginning.	Mid-level	The writer wrote a beginning in which she got readers' attention. She named the topic or text she was writing about and gave her opinion.	Mid-level	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	
Transitions	The writer wrote her idea and then said more. She used words such as because.	Mid-level	The writer said more about his opinion and used words such as and and because.	Mid-level	The writer connected parts of her piece using words such as also, another, and because.	Mid-level	The writer connected his ideas and reasons with his examples using words such as for example and because. He connected one reason or example using words such as also and another.	
Ending	The writer had a last part or page.	Mid-level	The writer wrote an ending for her piece.	Mid-level	The writer wrote an ending in which he reminded readers of his opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	





	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with her opinion.	Mid-level	The writer not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.	(x2)
								TOTAL

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								
Spelling	<p>The writer could read his writing.</p> <p>The writer wrote a letter for the sounds he heard.</p> <p>The writer used the word wall to help him spell.</p>	Mid -lev el	<p>The writer used all she knew about words and chunks of words (at, op, it, etc.) to help her spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help her spell other words.</p>	Mid -lev el	<p>To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.).</p> <p>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.</p>	Mid -lev el	<p>The writer used what she knew about word families and spelling rules to help her spell and edit.</p> <p>The writer got help from others to check her spelling and punctuation before she wrote her final draft.</p>	
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 -lev el	<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 -lev el	<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 put in the apostrophe.</p>	Mid -lev el	<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
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Writing Rubrics

Rubric for Narrative Writing—Second Grade

	Kindergarten (1POINT)	1.5PTS	Grade 1 (2 POINTS)	2.5PTS	Grade 2 (3 POINTS)	3.5PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when he did something.	Mid-level	The writer wrote about one time when she did something.	Mid-level	The writer told the story bit by bit.	
Lead	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for her story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	
Transitions	The writer put her pages in order.	Mid-level	The writer put his pages in order. He used words such as and and then, so.	Mid-level	The writer told her story in order by using words such as when, then, and after.	Mid-level	The writer told his story in order by using phrases such as a little later or after that.	
Ending	The writer had a page that showed what happened last in his story.	Mid-level	The writer found a way to end her story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.	
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	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 separate what happened first from what happened later (and finally) in his story.	

Writing Rubrics

	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.
							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 capital letters 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

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/>

Additional Resources: Suggested in the NJ Curriculum Framework

Reading

Writing

Speaking and Listening

Language

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.ferr.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=CJjzn-W4lMYCFQgUHwodK1oAxA>

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.aaamaticas.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/>

