BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 2

PACING>	UNIT #1	UNIT #2	UNIT #3	UNIT #4
	4 Weeks	4 Weeks	8 Weeks	4 Weeks
	(September)	(October)	(November/December)	(January)
PACING> TOPIC/THEME AND OBJECTIVES	 4 Weeks (September) Building a Community of Readers and Authors Describe how the beginning of a story introduces the story and the ending concludes the action. Describe the structure of a story including a description of the introduction and closing action. Read regularly spelled one-syllable words correctly by distinguishing long and short vowels. Sight-read grade level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression. Read grade-level text with purpose and understanding. Develop textual connections and meaning through book discussions, and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in group setting. Take turns responding to grade 2 topics and text in small group discussions, and when appropriate respond to 	 4 Weeks (October) Understanding Realistic Fiction and Writing Stories Answer questions such as who, what, where, when and how about key details in a text. Write a description of characters, setting or plot using information from illustrations and key words from the text. Read and comprehend literature including realistic fiction, with scaffolding as needed. Read regularly spelled one-syllable words correctly by distinguishing long and short vowels. Read on-level text with purpose and understanding. Apply the writing process to develop a fictional narrative, using learned spelling patterns, and simple and compound sentences. Participate in small groups following agreed upon rules using complete sentences. Analyze individuals, events, and ideas in a text. Participate effectively in a 	 8 Weeks (November/December) Reading for Information and Information Writing Read grade level text orally with accuracy, appropriate rate and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Determine the meaning of words and phrases in a text relevant to a grade 2 topic. Know and use various text features to locate key facts or information in a text efficiently. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 	 4 Weeks (January) Understanding Characters and Plot and Writing about Literature: Describe how characters in a story respond to major events and challenges. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. Decode words with common prefixes and suffixes. Read grade level appropriate text with purpose and understanding. Read grade level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition
	 comments provided by peers. Ask for additional information from peers when responding to a read text. Respond one at a time to topics of discussion regarding 	 range of conversations and collaborations with multiple peers. Write narratives to develop real or imagined experiences or events. 	 Compare and contrast the most important points presented by two texts on the same topic. By the end of the year, read and comprehend informational 	 and understanding, rereading as necessary. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that

QUESTIONS & ENDURING UNDERSTANDINGS	 How do readers find appropriate text? What do effective readers do when the text doesn't make sense? What do effective readers look like and sound like? How do authors express their thoughts and feelings? Where do authors get their ideas from? How do effective speakers express their thoughts and feelings? What makes a listener effective and why does it matter? Students view themselves as valued readers, authors and members of a community. Students use classroom rituals and routines to work independently and with others. 	 What strategies do readers use to understand the story? What does the story mean to me? How do authors develop their stories? How do you use personal experiences to express and write stories? How can I improve my writing? Readers use a variety of strategies to comprehend texts and cultivate personal, meaningful responses. Authors plan and develop stories that make sense and end with solutions to problems. Authors use a variety of strategies to elaborate and enhance their work. 	 Form and use frequently occurring irregular plural nouns. Capitalize holidays, product names, and geographic names. Generalize learned spelling patterns when writing words. Use sentence-level context as a clue to the meaning of a word. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases. Consult reference materials to check correct spelling. How do readers make sense of informational text? What do readers do when they do not understand what they are reading? Why do readers need to pay attention to the words the author is using? How do authors develop a well written informational piece? Why do we follow rules of language? Readers use a variety of strategies to comprehend text and unfamiliar words. Effective authors use the strategies, traits, and forms they need that fit their audience and purpose best. 	 How does understanding the character help a student write more effectively about a story? How do authors justify, discuss, and form ideas and opinions about literature? How do authors communicate thinking about literature through letter writing? Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. Expert readers know it is important to attend to specific aspects of a story.
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STANDARDS Reading Literature (RL)	Reading (R)	Reading (R)	Reading (R)
STANDARDSReading Literature (RL)NJSLSA.RL.2.5Describe the overall structure of story, including describing how the beginning introduces the story and the ending concludes the action.Reading Foundational Skills (RF)NJSLSA.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.NJSLSA.RF.2.3A Distinguish long and short vowe when reading regularly spelled one-syllable words.NJSLSA.RF.2.4 Read with sufficient accuracy an fluency to support comprehension.NJSLSA.RF.2.4A Read on-level text with purpose and understanding.Writing (W) NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique well-chosen details, and well-structured event sequencesNJSLSA.W.2.3 Write narratives in which they recount a well-elaborated events, include details to describe actions, thoughts, and feelings, use temporal words to signal	 NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Speaking and Listening (SL) NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Reading Literature (RL) NJSLSA.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. NJSLSA.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of 	Reading (R) NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. Speaking and Listening (SL) NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	 Reading (R) NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Reading Literature (RL) NJSLSA.RL.2.3 Describe how characters in a story respond to major events and challenges using key details. NJSLSA.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. NJSLSA.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. NJSLSA.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. NJSLSA.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. Reading Foundational Skills (RF)

event order, and provide a sense		NJSLSA.SL.2.1	NJSLSA.RF.2.3d
of closure.	Reading Foundational Skills	Participate in collaborative	Decode words with common
	(RF)	conversations with diverse	prefixes and suffixes.
Speaking and Listening (SL)		partners about grade 2 topics and	
	NJSLSA.RF.2.3.A	texts with peers and adults in	NJSLSA.RF.2.4a
NJSLSA.SL.2.1	Distinguish long and short	small and larger groups.	Read on-level text with purpose
Participate in collaborative	vowels when reading regularly		and understanding.
conversations with diverse	spelled one-syllable words.	NJSLSA.SL.2.1.C	
partners about grade 2 topics and		Ask for clarification and further	NJSLSA.RF.2.4b
texts with peers and adults in	NJSLSA.RF.2.3.B	explanation as needed about the	Read on-level text orally with
small and larger groups.	Know spelling-sound	topics and texts under discussion.	accuracy, appropriate rate, and
	correspondences for additional		expression on successive readings.
NJSLSA.SL.2.1.A	common vowel teams.	NJSLSA.SL.2.2	
Follow agreed-upon norms for		Recount or describe key ideas or	NJSLSA.RF.2.4c
discussions (e.g., gaining the	NJSLSA.RF.2.4.A	details from a text read aloud or	Use context to confirm or
floor in respectful ways,	Read on-level text with purpose	information presented orally or	self-correct word recognition and
listening to others with care,	and understanding.	through other media.	understanding, rereading as
speaking one at a time about			necessary.
the topics and texts under	NJSLSA.RF.2.4.C	NJSLSA.SL.2.3	
discussion).	Use context to confirm or	Ask and answer questions about	Writing (W)
	self-correct word recognition	what a speaker says in order to	
NJSLSA.SL.2.1.B	and understanding, rereading	clarify comprehension, gather	NJSLSA.W.5
Build on others' talk in	as necessary.	additional information, or deepen	Develop and strengthen writing as
<u>conversations by linking their</u> explicit comments to the		understanding of a topic or issue.	needed by planning, revising,
	Writing (W)		editing, rewriting, or trying a new
remarks of others.	NJSLSA.W.3	Language (L)	approach.
NJSLSA.SL.2.1.C	Write narratives to develop real	NJSLSA.L.2	NJSLSA.W.6
Ask for clarification and further	or imagined experiences or	Demonstrate command of the	Use technology, including the
explanation as needed about the	events using effective	conventions of standard English	Internet, to produce and publish
topics and texts under discussion.	technique, well-chosen details,	capitalization, punctuation, and	writing and to interact and
	and well-structured event	spelling when writing.	collaborate with others.
NJSLSA.SL.2.4	sequences.	spennig when wheng.	conaborate with others.
Tell a story or recount an		NJSLSA.L.2.1	NJSLSA.W.9
experience with appropriate facts	NJSLSA.W.5	Demonstrate command of the	Draw evidence from literary or
and relevant, descriptive details,	Develop and strengthen writing	conventions of standard English	informational texts to support
speaking audibly in coherent	as needed by planning,	grammar and usage when writing	analysis, reflection, and research.
sentences.	revising, editing, rewriting, or	or speaking.	
	trying a new approach.	5	NJSLSA.W.2.1
Language (L)	, 5	NJSLSA.L.2.1.A	Write opinion pieces in which
	NJSLSA.W.10	Use collective nouns (e.g.,	they introduce the topic or
NJSLSA.L.2.3	Write routinely over extended	group).	book they are writing about,
Use knowledge of language and	time frames (time for research,	,	state an opinion, supply
its conventions when writing,	reflection, and revision) and	NJSLSA.L.2.1.B	reasons that support the
speaking, reading, or listening.	shorter time frames (a single	Form and use frequently	opinion, use linking words
	sitting or a day or two) for a	occurring irregular plural nouns	(e.g., because, and, also) to

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range of tasks, purposes, and	(e.g., feet, children, teeth, mice,	connect opinion and reasons,
audiences.	fish).	and provide a conclusion.
NJSLSA.W.2.3	NJSLSA.L.2.2	NJSLSA.W.2.5
Write narratives in which they	Demonstrate command of the	With guidance and support
recount a well-elaborated event	conventions of standard English	from adults and peers, focus on
or short sequence of events,	capitalization, punctuation, and	a topic and strengthen writing
include details to describe	spelling when writing.	as needed through
actions, thoughts, and feelings,	spennig when wheng.	self-reflection, revising and
use temporal words to signal	NJSLSA.L.2.2.A	editing.
		earting.
event order, and provide a	Capitalize holidays, product	
sense of closure.	names, and geographic names.	Speaking and Listening (SL)
Speaking and Listening (SL)	NJSLSA.L.2.2.D	NJSLSA.SL.2.1
Speaking and Listening (SL)		
	Generalize learned spelling	Participate in collaborative
NJSLSA.SL.2.1	patterns when writing words (e.g.,	conversations with diverse partners
Participate in collaborative	cage -> badge; boy -> boil).	about grade 2 topics and texts with
conversations with diverse		peers and adults in small and
partners about grade 2 topics	NJSLSA.L.2.2.E	larger groups.
and texts with peers and adults	Consult print and digital	
in small and larger groups.	resources, including	NJSLSA.SL.2.1.A
	beginning dictionaries, as	Follow agreed-upon norms for
NJSLSA.SL.2.1.A	needed to check and correct	discussions (e.g., gaining the
Follow agreed-upon norms	spellings.	floor in respectful ways,
for discussions (e.g., gaining	<u></u>	listening to others with care,
the floor in respectful ways,	NJSLSA.L.2.4.A	speaking one at a time about
listening to others with care,	Use sentence-level context as a	the topics and texts under
speaking one at a time	clue to the meaning of a word or	discussion).
about the topics and texts		<u>discussion).</u>
	phrase.	
under discussion).		NJSLSA.SL.2.1.B
	NJSLSA.L.2.4.E	Build on others' talk in
NJSLSA.SL.2.6	Use glossaries and beginning	conversations by linking their
Produce complete sentences	dictionaries, both print and	explicit comments to the
when appropriate to task and	digital, to determine or clarify the	remarks of others.
situation in order to provide	meaning of words and phrases.	
requested detail or clarification.		NJSLSA.SL.2.3
	Reading Informational Text	Ask and answer questions about
Language (L)	(RI)	what a speaker says in order to
		clarify comprehension, gather
NJSLSA.L.2.1.F	NJSLSA.RI.2.1	additional information, or deepen
Produce, expand, and rearrange	Ask and answer such questions as	understanding of a topic or issue.
complete simple and compound	who, what, where, when, why,	anacistanting of a topic of 1550Cl
sentences (e.g., The boy	and how to demonstrate	Language (L)
watched the movie; The little	understanding of key details in a	
boy watched the movie; The	text.	NJSLSA.L.2.1.D
action movie was watched by		
the little boy).	NJSLSA.RI.2.2	

	Identify the main topic of a	Form and use the past tense of
NJSLSA.L.2.2.D	multiparagraph text as well as	frequently occurring irregular verbs
Generalize learned spelling	the focus of specific paragraphs	(e.g., sat, hid, told).
patterns when writing words	within the text.	
(e.g., cage -> badge; boy ->		NJSLSA.L.2.2.B
boil).	NJSLSA.RI.2.4	Use commas in greetings and
	Determine the meaning of words	closings of letters.
NJSLSA.L.2.4.A	and phrases in a text relevant to	
Use sentence-level context as a	a grade 2 topic or subject area.	NJSLSA.L.2.2.C
clue to the meaning of a word		Use an apostrophe to form
or phrase.	NJSLSA.RI.2.5	contractions and frequently
	Know and use various text	occurring possessives.
NJSLSA.L.2.4.D	features (e.g., captions, bold	
Use knowledge of the meaning	print, subheadings, glossaries,	NJSLSA.L.2.2.D
of individual words to predict	indexes, electronic menus, icons)	Generalize learned spelling
the meaning of compound	to locate key facts or information	patterns when writing words (e.g.,
words (e.g., birdhouse,	in a text efficiently.	cage -> badge; boy -> boil).
lighthouse, housefly; bookshelf,		
notebook, bookmark).	NJSLSA.RI.2.6	
	Identify the main purpose of a	
	text, including what the author	
	wants to answer, explain, or	
	describe.	
	NJSLSA.RI.2.7	
	Explain how specific	
	illustrations and images (e.g.,	
	a diagram showing how a	
	machine works) contribute to	
	and clarify a text.	
	NJSLSA.RI.2.9	
	Compare and contrast the most	
	important points presented by	
	two texts on the same topic.	
	NJSLSA.RI.2.10	
	Read and comprehend	
	informational texts, including	
	history/social studies,	
	science, and technical texts,	
	at grade level text complexity	
	proficiently with scaffolding	
	<u>as needed.</u>	
	Deading Foundational Chille	
	Reading Foundational Skills	
	(RF)	

NISLSA.RF.2.3.8 Know spelling-sound correspondences for additional common vowel teams. NISLSA.RF.2.3.C Decode regularly spelled two-syllable words with long vowels. NISLSA.RF.2.4.A Read on-level text with purpose and understanding. NISLSA.RF.2.4.B Read on-level text with purpose and understanding. NISLSA.RF.2.4.B Read on-level text confirm or uscreasing on successive readings. NISLSA.RF.2.4.C Use context to confirm or understanding, rereading as necessary. Writing (W) NISLSA.RF.2.4.C Use context to confirm or understanding, rereading as necessary. Writing (W) NISLSA.W.4 Produce clear and coherent writing on writing appropriate to task, purpose, and audience. NISLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewring, or trying a new approach.
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editing, rewriting, or trying a new approach.
approach.
Write routinely over extended
time frames (time for research,
reflection, and revision) and
Telection, and revision and
shorter time frames (a single sitting or a day or two) for a

range of tasks, purposes, and audiences. NJSLSA.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. NJSLSA.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. NJSLSA.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration	
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tools to produce and publish writing, including in collaboration	
writing, including in collaboration	
with peers.	
INSTRUCTIONAL Reading/Writing Reading/Writing Reading/Writing Reading/Writing Reading/Writing	INSTRUCTIONAL
PROCEDURES	
PROCEDURES Comprehension Strategies: Comprehension Strategies: Comprehension Strategies: Comprehension Strategies:	PROCEDURES
Making connections Making connections Compare and contrast Making connections	
Wondering Visualizing Drawing conclusions Visualizing	
Retelling Making Connection Inferencing	
Whole Group Naking Connection Interenting Whole Group Visualizing Wondering	
Read Alouds Whole Group Compare and contrast	
Think,Pair, Share Read Alouds Whole Group Drawing conclusions	
I Wonders Think,Pair, Share Read Alouds Read Alouds Drawing conclusions	
Total Participation Techniques I Wonder Think, Pair, Share Whole Group	
Morning Meetings Total Participation Techniques I Wonder I Wonder	
Modeled, Shared, and Guided Morning Meetings Total Participation Techniques, Think, Pair, Share	
Practice for Reading and Writing Shared, and Guided Practice for Morning Meetings I Wonder	
Anchor charts for reading and Reading and Writing Modeled, Shared, and Guided Total Participation Techniques,	
writing Continue concept of "good fit" Practice for Reading and Writing Morning Meetings	
books Introduce Modeled, Shared, and Guided	
Individual Informational/Nonfiction Text, Practice for Reading and Writing	
Independent Reading Individual Create anchor charts: Introduce Fiction and Elements of the second sec	
Learning Centers Independent Reading Informational/Nonfiction Text Fiction:	
Independent Work Learning Centers Features Characters and Plot,	

eSpark Project Read Fundations Orton Gillingham

Writing Workshop Writing Conferences Sight Word Assessments Journaling

Small Groups

Guided Reading Shared Reading Paired Reading Learning Centers The Daily Five Words Their Way

<u>Grammar</u>

Complete sentences including beginning capitalization and end punctuation. Declarative, interrogative, and exclamatory sentences.

Writer's Workshop

Introduction to workshop Launching Writer's Workshop/Unit #1: Procedures: - what writing workshop looks like, introduce Writer's Notebook:

- rules; spacing; skipping lines; personal word walls/lists; conferencing; author's chair.
- Introduce forms of writing with mentor/touchstone texts
- choose a topic, sketch and free write

Independent Work eSpark Project Read Fundations Orton Gillingham Writing Conferences

Small Groups

Guided Reading Shared Guided Reading Shared Reading, Paired Reading/Book clubs Learning Centers The Daily Five

<u>Grammar</u>

compound sentences compound words

<u>Writer's Workshop</u>

Narratives continue what Writer's Workshop looks like Read with a "writer's eve": teacher read aloud mentor texts discuss genre (narratives) independent/small group reading of narratives for modelina Generate ideas for narrative writing: Brainstorming and share use graphic organizers to plan narrative elements: 1 paragraph minimum (character/setting/wish/proble m/ events/solution/theme/lesson/ moral) first draft teacher/student conference to help edit/revise final draft publish first narrative paragraph Reading Information Analyzing the text Shared Reading with Writing Connection

<u>Individual</u>

Independent Reading Learning Centers Independent Work eSpark Project Read Fundations Orton Gillingham Writing Conferences

Small Groups

Guided Reading Shared Reading Paired Reading Learning Centers The Daily Five

<u>Grammar</u>

Collective nouns: herd of buffalo/school of fish proper nouns irregular plural nouns capitalization punctuation

Writer's Workshop

"How-To" books: continue workshop procedures introduce informational texts as writing mentor texts introduce features of non-fiction text brainstorm ideas for topics choose 1 topic per student and use graphic organizers to list ideas and steps conferencing: continue to teach students how to revise and edit (color-pencil-editing) revising/editing final draft Complete Character Maps (Actions, Thoughts, and Word<u>s)</u> Story Elements Charts.

<u>Individual</u>

Independent Reading Learning Centers Independent Work eSpark Project Read Fundations Orton Gillingham Writing Conferences

Small Groups

Guided Reading Shared Reading Paired Reading Learning Centers The Daily Five

<u>Grammar</u>

Past Tense Verbs Contractions Possessive Nouns Commas (in letter writing)

Writer's Workshop

Opinions of stories Continue Procedures of Workshop, conferencing and author's chair Introduce Opinion Writing: focus on structure of opinion letter/essay: state opinion give reason(s) to support opinion; Use linking words to connect ideas provide concludina statement/section (question/hope/wish) Publishing ideas: Write an opinion letter to the author send via mail or email or via author's website

			publish-ex: create a digital	
			presentation of the How-To using	
			Google Slides/Powerpoint, etc	
INSTRUCTIONAL	<u>Materials</u>	Materials	Materials	Materials
AND SUPPLEMENTAL	Spelling: per district program	Spelling: per district	Spelling: per district program	Spelling: per district program
MATERIALS/	Being a Writer,	program	Being a Writer,	Being a Writer
LEVELED TEXTS	Making Meaning	Being a Writer,	Making Meaning	Making Meaning
LEVELED IEXIS	Project Read	Making Meaning	Project Read	Project Read
	Fundations	Project Read	Fundations	Fundations
	Journeys	Fundations	Journeys	Journeys
	Guided Reading Leveled Texts	Journeys	Guided Reading Leveled Texts	Guided Reading Leveled Texts
	Dolch Sight Words	Guided Reading Leveled Texts	Dolch Sight Words	Dolch Sight Words
	Writing Fundamentals	Dolch Sight Words	Writing Fundamentals	Writing Fundamentals
	Scholastic News	Writing Fundamentals	Scholastic News	Scholastic News
	Helping Writers Choose and Focus	Scholastic News	Packing the Pilgrim's Trunk	Story Map digital resources link:
	a Topic link:	Character Map Link:	reading/writing activity:	http://www.readwritethink.org/clas
	http://www.readwritethink.org/cl	http://www.readwritethink.	http://www.readwritethink.o	sroom-resources/student-interactiv
	assroom-resources/lesson-plans/	org/classroom-resources/pr	rg/classroom-resources/lesso	es/story-30008.html
	writing-workshop-helping-writers-	intouts/character-30199.ht	n-plans/packing-pilgrim-trunk	
	<u>314.html</u>	ml	-personalizing-400.html	Leveled Texts
			Officer Buckle and Gloria	National Geographic
	Leveled Texts	Leveled Texts	Link to How to Stay Safe in	Wright
	National Geographic	National Geographic	School writing project:	Scholastic
	Wright	Wright	http://www.readwritethink.org/cl	Rigby
	Scholastic	Scholastic	assroom-resources/lesson-plans/s	
	Rigby	Rigby	afety-tips-with-officer-1019.html	
			Leveled Texts	
			National Geographic	
			Wright	
			Scholastic	
			Rigby	
ASSESSMENTS	Formative:	Formative:	Formative:	Formative:
//002001/2010	Total Participation Techniques,	Total Participation Techniques,	Total Participation Techniques,	Total Participation Techniques, Exit
	Exit Tickets	Exit Tickets	Exit Tickets	Tickets
	Think Pair Share	Think Pair Share	Think Pair Share	Think Pair Share
	Turn and Talk	Turn and Talk	Turn and Talk	Turn and Talk
	Student Whiteboards	Student Whiteboards	Student Whiteboards	Student Whiteboards
	Sticky Notes	Sticky Notes	Sticky Notes	Sticky Notes
	Hand Signals	Hand Signals	Hand Signals	Hand Signals
	Sight Words	Sight Words	Sight Words	Sight Words
	Journeys/Program Based	Journeys/Program Based	Journeys/Program Based	Journeys/Program Based
	Fundations	Fundations	Fundations	Fundations
	Words Sorts	Words Sorts	Words Sorts	Words Sorts
	Read and Sketch	Read and Sketch	Read and Sketch	Read and Sketch
			Journaling	Journaling
	Journaling	Journaling	Journaing	Journaling

	Running Records	Running Records	Running Records	Running Records
	Project based rubrics	Project based rubrics	Project based rubrics	Project based rubrics
	Summative	<u>Summative</u>	<u>Summative</u>	Summative
	Fluency Assessments WPM, Dolch	Fluency Assessments WPM,	Fluency Assessments WPM, Dolch	Fluency Assessments WPM, Dolch
	Sight Words,	Dolch Sight Words,	Sight Words,	Sight Words,
	Reading Comprehension, Phonics	Reading Comprehension,	Reading Comprehension, Phonics	Reading Comprehension, Phonics
	Based Recognition	Phonics Based Recognition	Based Recognition	Based Recognition
	Project based rubrics	Project based rubrics	Project based rubrics	Project based rubrics
		Troject bused rubites	Model Curriculum	Troject based rabites
	Benchmark	Benchmark	https://www.nj.gov/education/m	Benchmark
	MAP	MAP		MAP
			odelcurriculum/ela/2u1.shtml	
	Journeys	Journeys		Journeys
	Dibels	Dibels	Benchmark	Dibels
	DRA	DRA	MAP	DRA
	Rigby	Rigby	Journeys	Rigby
	Words Their Way	Words Their Way	Dibels	Words Their Way
	Sight Words	Sight Words	DRA	Sight Words
			Rigby	
	Alternative	Alternative	Words Their Way	Alternative
	Orton Gillingham	Orton Gillingham	Sight Words	Orton Gillingham
	Dolch	Dolch	5	Dolch
	Project Read	Project Read	Alternative	Project Read
	Fundations	Fundations	Orton Gillingham	Fundations
	project based assignments	project based assignments	Dolch	project based assignments
	project bused ussignments	project bused ussignments	Project Read	project bused ussignments
			Fundations	
			project based assignments	
			project based assignments	
	Created Education	Created Education	Created Education	Createl Education
ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
	 Additional time as needed 			
	 Assistive technology 			
	- Behavior management plan	- Behavior management plan	 Behavior management plan 	 Behavior management plan
	 Extended time on tests/ 	 Extended time on tests/ 	 Extended time on tests/ 	 Extended time on tests/ quizzes
	quizzes	quizzes	quizzes	 Modified test content, format,
	 Modified test content, format, 	 Modified test content, format, 	 Modified test content, format, 	length
	length	length	length	 Multi-sensory presentation
	 Multi-sensory presentation 	 Multi-sensory presentation 	 Multi-sensory presentation 	 Preferential seating
	 Preferential seating 	 Preferential seating 	 Preferential seating 	 Preview of content, concepts,
	- Preview of content, concepts,	- Preview of content, concepts,	- Preview of content, concepts,	and vocabulary
	and vocabulary	and vocabulary	and vocabulary	- Shortened writing assignments
	 Shortened writing assignments 	- Shortened writing	 Shortened writing assignments 	- Use open book, study guides,
	– Use open book, study guides,	assignments	Use open book, study	test prototypes
	test prototypes	Use open book, study	quides, test prototypes	
		guides, test prototypes	guides, test prototypes	ELL
	ELL	guides, test prototypes		
			ELL	
			LLL	

– Allowing students to correct	ELL	- Allowing students to correct	- Allowing students to correct
errors (looking for	 Allowing students to correct 	errors (looking for	errors (looking for
understanding)	errors (looking for	understanding)	understanding)
 Teaching key aspects of a topic 		- Teaching key aspects of a topic	 Teaching key aspects of a topic
Eliminate nonessential	 Teaching key aspects of a 	Eliminate nonessential	Eliminate nonessential
information Using videos,	topic Eliminate nonessential	information Using videos,	information Using videos,
illustrations, pictures, and	information Using videos,	illustrations, pictures, and	illustrations, pictures, and
drawings to explain or clarify	illustrations, pictures, and	drawings to explain or clarify	drawings to explain or clarify
 allowing products (projects, 	drawings to explain or clarify	 allowing products (projects, 	 allowing products (projects,
timelines, demonstrations,	- allowing products (projects,	timelines, demonstrations,	timelines, demonstrations,
models, drawings, dioramas,	timelines, demonstrations,	models, drawings, dioramas,	models, drawings, dioramas,
poster boards, charts, graphs,	models, drawings, dioramas,	poster boards, charts, graphs,	poster boards, charts, graphs,
slideshows, videos, etc.) to	poster boards, charts,	slideshows, videos, etc.) to	slideshows, videos, etc.) to
demonstrate student's learning	graphs, slideshows, videos,	demonstrate student's learning	demonstrate student's learning
 Decreasing the amount of work 	etc.) to demonstrate	 Decreasing the amount of work 	 Decreasing the amount of work
presented or required	student's learning	presented or required	presented or required
 Modifying tests to reflect 	 Decreasing the amount of 	 Modifying tests to reflect 	 Modifying tests to reflect
selected objectives	work presented or required	selected objectives	selected objectives
- Providing study guides	 Modifying tests to reflect 	 Providing study guides 	 Providing study guides
 Reducing the number of answer 		- Reducing the number of answer	 Reducing the number of answer
choices on a multiple choice test	- Providing study guides	choices on a multiple choice test	choices on a multiple choice test
– Using computer word	 Reducing the number of answer choices on a multiple 	– Using computer word	 Using computer word processing spell check and grammar check
processing spell check and	choice test	processing spell check and	features
grammar check features	– Using computer word	grammar check features	 Using true/false, matching, or fill
– Using true/false, matching, or	processing spell check and	– Using true/false, matching, or	in the blank tests in lieu of essay
fill in the blank tests in lieu of	grammar check features	fill in the blank tests in lieu of	tests
essay tests	- Using true/false, matching, or	essay tests	
	fill in the blank tests in lieu of		<u>At Risk</u>
<u>At Risk</u>	essay tests	<u>At Risk</u>	 Collaborating (general education
– Collaborating (general		 Collaborating (general 	teacher and specialist) to modify
education teacher and	<u>At Risk</u>	education teacher and	vocabulary, omit or modify items
specialist) to modify	- Collaborating (general	specialist) to modify	 Modifying tests to reflect
vocabulary, omit or modify	education teacher and	vocabulary, omit or modify	selected objectives
items Medificing tests to reflect	specialist) to modify	items Modifying tosts to reflect	 Providing study guides
- Modifying tests to reflect	vocabulary, omit or modify items	 Modifying tests to reflect selected objectives 	 Using authentic assessments with real-life problem-solving
selected objectives – Providing study guides	 Modifying tests to reflect 	 Providing study guides 	 using videos, illustrations,
– Using authentic assessments	selected objectives	 Providing study guides Using authentic assessments 	pictures, and drawings to explain
with real-life problem-solving	 Providing study guides 	with real-life problem-solving	or clarify
- using videos, illustrations,	- Using authentic assessments	- using videos, illustrations,	- Reading Buddies
pictures, and drawings to	with real-life problem-solving	pictures, and drawings to	
explain or clarify	- using videos, illustrations,	explain or clarify	Gifted and Talented
- Reading Buddies	pictures, and drawings to	- Reading Buddies	 Alternative formative and
	explain or clarify		summative assessments
Gifted and Talented	 Reading Buddies 	Gifted and Talented	 Games and tournaments
			 Group investigations

 Alternative formative and 	Gifted and Talented	 Alternative formative and 	 Independent research and
summative assessments	 Alternative formative and 	summative assessments	projects Interest groups
 Games and tournaments 	summative assessments	 Games and tournaments 	 Learning contracts
 Group investigations 	 Games and tournaments 	 Group investigations 	 Student and teacher designed
 Independent research and 	 Group investigations 	 Independent research and 	Leveled rubrics
projects Interest groups	 Independent research and 	projects Interest groups	 Literature circles
 Learning contracts 	projects Interest groups	 Learning contracts 	 Personal agendas
 Student and teacher designed 	 Learning contracts 	 Student and teacher designed 	 Problem or Project-based
Leveled rubrics	- Student and teacher designed	Leveled rubrics	learning
 Literature circles 	Leveled rubrics	 Literature circles 	- Tiered activities/assignments
 Personal agendas 	 Literature circles 	 Personal agendas 	
 Problem or Project-based 	 Personal agendas 	 Problem or Project-based 	504
learning	 Problem or Project-based 	learning	 Assistive technology
- Tiered activities/assignments	learning	 Tiered activities/assignments 	 Extended time on skills/tests/
nerea activities, assignments	 Tiered activities/assignments 	hered detrified, dosignments	quizzes
	hered detivities/dssignments		 Have student repeat directions to
		504	check for understanding
504	504	– Assistive technology	 Highlighted text visual
– Assistive technology	– Assistive technology	 Extended time on skills/tests/ 	presentation
 Extended time on skills/tests/ 	 Extended time on skills/tests/ 	quizzes	 Multi-sensory presentation
	quizzes	 Have student repeat directions 	 Preferential seating
quizzes	•		5
 Have student repeat directions 	 Have student repeat 	to check for understanding	 Preview of content, concepts,
to check for understanding	directions to check for	 Highlighted text visual 	and vocabulary
 Highlighted text visual 	understanding	presentation	- Reduced/shortened
presentation	 Highlighted text visual 	 Multi-sensory presentation 	reading/writing assignments
 Multi-sensory presentation 	presentation	 Preferential seating 	 Goal setting with students
 Preferential seating 	 Multi-sensory presentation 	 Preview of content, concepts, 	 Reading buddies
 Preview of content, concepts, 	 Preferential seating 	and vocabulary	
and vocabulary	 Preview of content, concepts, 	 Reduced/shortened 	
 Reduced/shortened 	and vocabulary	reading/writing assignments	
reading/writing assignments	 Reduced/shortened 	 Goal setting with students 	
 Goal setting with students 	reading/writing assignments	 Reading buddies 	
- Reading buddies	- Goal setting with students	-	
-	- Reading buddies		

INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary	Interdisciplinary Connections	Interdisciplinary Connections
CONNECTIONS	– English Language Arts	Connections	– English Language Arts	 English Language Arts
	 Social Studies 	 English Language Arts 	 Social Studies 	 Social Studies
	– Technology	- Social Studies	 Technology 	 Technology
21ST CENTURY		– Technology		
SKILLS/THEMES	21st Century Skills/ Themes		21st Century Skills/ Themes	21st Century Skills/ Themes
(P21.ORG)	 Civic Literacy 	21st Century Skills/ Themes	 Civic Literacy 	- Civic Literacy
()	 Creativity and Innovation 	 Civic Literacy 	 Creativity and Innovation 	 Creativity and Innovation
	 Critical Thinking 	 Creativity and Innovation 	 Critical Thinking 	 Critical Thinking
TECHNOLOGY	- Communication	 Critical Thinking 	- Communication	 Problem Solving
INTEGRATION	- Collaboration	 Communication 	 Collaboration 	- Communication
		- Collaboration	 Information Literacy 	- Collaboration
CAREER EDUCATION	Technology Integration	 Information Literacy 	– Media Literacy	
	– Chromebooks			Technology Integration
(NJDOE CTE	– eSpark	Technology Integration	Technology Integration	 Chromebooks
Clusters)	https://www.esparklearning.co	– Chromebooks	– Chromebooks	– eSpark
	m/	– eSpark	– eSpark	https://www.esparklearni
	- https://www.storybots.com/	https://www.esparklearning.c	https://www.esparklearning.co	ng.com/
	- www.pebblego.com	om/	m/	 https://www.storybots.co
	- www.readwritethink.org	- https://www.storybots.com/	– https://www.storybots.com/	m/
	http://www.storylineonline.net/	- www.pebblego.com	- www.pebblego.com	- www.pebblego.com
	(online stories)	- www.readwritethink.org	- www.readwritethink.org	 www.readwritethink.org
	http://kidsblogs.nationalgeogra	http://www.storylineonline.ne	http://www.storylineonline.net/	http://www.storylineonlin
	phic.com/littlekids/	t/ (online stories)	(online stories)	e.net/ (online stories)
	 http://kids.nationalgeographic. 	http://kidsblogs.nationalgeog	http://kidsblogs.nationalgeogra	http://kidsblogs.nationalg
	com	raphic.com/littlekids/	phic.com/littlekids/	eographic.com/littlekids/
	 http://tc.readingandwritingproj 	 http://kids.nationalgeographi 	 http://kids.nationalgeographic. 	 http://kids.nationalgeogra
	ect.com/ (teacher resource)	c.com	com	phic.com
	- www.abcya.com (free computer	 http://tc.readingandwritingpr 	 http://tc.readingandwritingproj 	 http://tc.readingandwritin
	games and activities)	<u>oject.com/</u> (teacher	<u>ect.com/</u> (teacher resource)	<u>gproject.com/</u> (teacher
	- www.starfall.com (free	resource)	- www.abcya.com (free computer	resource)
	systematic & interactive	– www.abcya.com (free	games and activities)	– www.abcya.com (free
	website)	computer games and	- www.starfall.com (free	computer games and
	– iPads	activities)	systematic & interactive	activities)
	– Smart Board	– www.starfall.com (free	website)	– www.starfall.com (free
	- Scholastic.com	systematic & interactive	– iPads	systematic & interactive
	– Computer lab	website)	– Smart Board	website)
	– Epic.com	– iPads	- Scholastic.com	– iPads
	 <u>http://www.discoveryeducation</u> 	– Smart Board	– Computer lab	– Smart Board
	.com/	- Scholastic.com	– Epic.com	- Scholastic.com
	 <u>http://www.unitsofstudy.com/</u> 	– Computer lab	 – Lpic.com – http://www.discoveryeducation 	– Computer lab
	(Lucy Calkins)	– Epic.com	.com/	– Epic.com
		 – Epic.com – <u>http://www.discoveryeducati</u> 	 <u>http://www.unitsofstudy.com/</u> 	 – Epic.com – http://www.discoveryeduc
	Coreer Education	on.com/	(Lucy Calkins)	ation.com/
	Career Education	- <u>http://www.unitsofstudy.com</u>	Concer Education	- <u>http://www.unitsofstudy.c</u>
	- Agriculture, Food & Natural	(Lucy Calkins)	Career Education	om/ (Lucy Calkins)
	Resources			

	 Architecture & Construction Arts, A/V Technology & Communications Citizenship Health Science Hospitality & Tourism Human Services Information Technology Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics 	Career Education - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Citizenship - Health Science - Hospitality & Tourism - Human Services - Information Technology - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics	 Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Citizenship Health Science Hospitality & Tourism Human Services Information Technology Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics 	Career Education- Visual Arts- Agriculture, Food & Natural Resources- Architecture & Construction- Arts, A/V Technology & Communications- Citizenship- Health Science- Hospitality & Tourism- Human Services- Information Technology- Marketing- Science, Technology, Engineering & Mathematics (STEM)- Transportation, Distribution & Logistics
PACING>	UNIT #5 4-6 Weeks (February)	UNIT #6 4-6 Weeks (March)	UNIT #7 4-6 Weeks (May)	
TOPIC/THEME AND OBJECTIVES	 Elements of Nonfiction and Research Writing Determine the meaning of words and phrases in a text relevant to a grade 2 topic. Know and use various text features to locate key facts or information in a text efficiently. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images contribute to and clarify a text. Describe how reasons support specific points the author makes in a text. Compare and contrast the most important points presented by two texts on the same topic. 	 Messages and Meanings in Traditional Tales and Revising Stories Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Compare and contrast two or more versions of the same story by different authors or from different cultures. By the end of the year, read and comprehend literature, including stories and poetry in the grade 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range. Decode words with common prefixes and suffixes. 	 Reading and Writing: Poetry Read grade level text orally with accuracy, appropriate rate, and expression. Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. By the end of the year, read and comprehend poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range. Determine the meaning of words and phrases in a text relevant to a grade 2 subject area. Decode words with common prefixes and suffixes. 	

 By the end of the year, read and comprehend informational texts, including biographies, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade appropriate irregularly spelled words. Read grade level text with purpose and understanding. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects. Recall information from experiences of gather information from provided resources to answer a question. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Use adjectives and adverbs, and choose between them depending on what is to be modified. Compare formal and informal uses of English. Use glossaries and dictionaries to determine or clarify the 	 text orally with accuracy, appropriate rate and expression. Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. grade- irregula among and clo Identif text, ir author explain With guidance and support collabo Create poems experied 	hize and read level appropriate arly spelled words. uish shades of meaning closely related verbs usely related adjectives. y the main purpose of a lcluding what the wants to answer, n, or describe. uidance and support dults, use a variety of tools to produce and n writing, including ration with peers. audio recordings of and recount ences when appropriate fy ideas, thoughts and S.

	 meaning of words and phrases. Identify real-life connections between words. 	 known word (happy, unhappy- tell, retell). Use a known root word as a clue to the meaning of an unknown word with the same root (addition/additional). Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (When other kids are happy, that makes me happy). 		
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 Why do we research? How does understanding text features make language more meaningful? How do we gather and organize information? Inquiry and research guide the discovery of new information, help in formulating questions, and promote critical thinking. Researchers gather information from many sources to learn something new. 	 How do effective writers hook and hold their readers? What can traditional tales teach us? Why should I read different types of text? Reading a wide variety of genres expands understanding of the world, its people and oneself. Traditional tales can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Effective authors use a variety of strategies and traits to hook and hold their readers. 	 How does poetry encourage children to see the world with fresh eyes? How does poetry teach children to deliberately craft their language? Reading a wide variety of genres expands understandings of the world, its people and oneself. Different types of texts have different structures. 	_

STANDARDS	Reading (R)	Reading Literature (RL)	Reading (R)	
	NJSLSA.R.3	NJSLSA.RL.2.2	NJSLSA.R.1	
	Analyze how and why individuals,	Recount stories, including	Read closely to determine	
	events, and ideas develop and	fables and folktales from	what the text says explicitly	
	interact over the course of a text.	diverse cultures, and	and to make logical inferences	
		determine their central	and relevant connections from	
	Reading Informational Text	message/theme, lesson, or	it; cite specific textual	
	(RI)	moral.	evidence when writing or	
	()		speaking to support	
	NJSLSA.RI.2.3	NJSLSA.RL.2.9	conclusions drawn from the	
	Describe the connection between	Compare and contrast two or	text.	
	a series of historical events,	more versions of the same		
	scientific ideas or concepts, or	story (e.g., Cinderella stories)	Writing (W)	
	steps in technical procedures in a	by different authors or from		
	text.	different cultures.	NJSLSA.W.6	
			Use technology, including the	
	NJSLSA.RI.2.4	NJSLSA.RL.2.10	Internet, to produce and publish	
	Determine the meaning of words	By the end of the year, read	writing and to interact and	
	and phrases in a text relevant to	and comprehend literature,	collaborate with others.	
	a grade 2 topic or subject area.	including stories and poetry,		
		at grade level text	Reading Literature (RL)	
	NJSLSA.RI.2.5	complexity or above, with		
	Know and use various text	scaffolding as needed.	NJSLSA.RL.2.4	
	features (e.g., captions, bold	Deading Foundational Skills	Describe how words and phrases	
	print, subheadings, glossaries, indexes, electronic menus, icons)	Reading Foundational Skills (RF)	(e.g., regular beats, alliteration, rhymes, repeated lines) supply	
	to locate key facts or information	(RF)	rhythm and meaning in a story,	
	in a text efficiently.	NJSLSA.RF.2.3.D	poem, or song.	
	in a text enclencity.	Decode words with common	poent, or song.	
	NJSLSA.RI.2.6	prefixes and suffixes.	NJSLSA.RL.2.10	
	Identify the main purpose of a	prenxes and sumxes.	By the end of the year, read	
	text, including what the author	NJSLSA.RF.2.4.B	and comprehend literature,	
	wants to answer, explain, or	Read on-level text orally with	including stories and poetry,	
	describe.	accuracy, appropriate rate, and	at grade level text complexity	
		expression on successive	or above, with scaffolding as	
	NJSLSA.RI.2.8	readings.	needed.	
	Describe and identify the			
	logical connections of how	Writing (W)	Reading Informational Text	
	reasons support specific		(RI)	
	points the author makes in a	NJSLSA.W.2.3		
	text.	Write narratives in which they	NJSLSA.RI.2.4	
		recount a well-elaborated event	Determine the meaning of words	
	NJSLSA.RI.2.9	or short sequence of events,	and phrases in a text relevant to	
	Compare and contrast the most	include details to describe	a grade 2 topic or subject area.	
	important points presented by	actions, thoughts, and feelings,		
	two texts on the same topic.	use temporal words to signal	NJSLSA.RI.2.6	

	event order, and provide a	Identify the main purpose of a	
NJSLSA.RI.2.10	sense of closure.	text, including what the author	
Read and comprehend		wants to answer, explain, or	
informational texts, including	NJSLSA.W.2.5	describe.	
history/social studies,	With guidance and support		
science, and technical texts,	from adults and peers, focus	Reading Foundational Skills	
at grade level text complexity	on a topic and strengthen	(RF)	
proficiently with scaffolding	writing as needed through		
as needed.	self-reflection, revising and	NJSLSA.RF.2.3.D	
	editing.	Decode words with common	
Reading Foundational Skills		prefixes and suffixes.	
(RF)	NJSLSA.W.2.6		
	With guidance and support from	NJSLSA.RF.2.3.F	
NJSLSA.RF.2.3.E	adults, use a variety of digital	Recognize and read	
Identify words with inconsistent	tools to produce and publish	grade-appropriate irregularly	
but common spelling-sound	writing, including in	spelled words.	
correspondences.	collaboration with peers.		
		NJSLSA.RF.2.4.B	
NJSLSA.RF.2.3.F	Speaking and Listening (SL)	Read on-level text orally with	
Recognize and read		accuracy, appropriate rate, and	
grade-appropriate irregularly	NJSLSA.SL.2.4	expression on successive readings.	
spelled words.	Tell a story or recount an		
	experience with appropriate	Speaking and Listening (SL)	
NJSLSA.RF.2.4.A	facts and relevant, descriptive		
Read on-level text with purpose	details, speaking audibly in	NJSLSA.SL.2.5	
and understanding.	coherent sentences.	Use multimedia; add drawings	
		<u>or other visual displays to</u>	
Writing (W)	Language (L)	stories or recounts of	
		experiences when appropriate	
NJSLSA.W.2.5	NJSLSA.L.2.1.C	to clarify ideas, thoughts, and	
With guidance and support	Use reflexive pronouns (e.g.,	feelings.	
from adults and peers, focus	myself, ourselves).		
on a topic and strengthen		Language (L)	
writing as needed through	NJSLSA.L.2.2		
self-reflection, revising and	Demonstrate command of the	NJSLSA.L.2.5	
editing.	conventions of standard English	Demonstrate understanding of	
	capitalization, punctuation, and	word relationships and nuances in	
NJSLSA.W.2.6	spelling when writing.	word meanings.	
With guidance and support from			
adults, use a variety of digital	NJSLSA.L.2.2.D	NJSLSA.L.2.5.B	
tools to produce and publish	Generalize learned spelling	Distinguish shades of meaning	
writing, including in collaboration	patterns when writing words	among closely related verbs (e.g.,	
with peers.	(e.g., cage -> badge; boy ->	toss, throw, hurl) and closely	
	boil).	related adjectives (e.g., thin,	
NJSLSA.W.2.7		slender, skinny, scrawny).	
Participate in shared research and	NJSLSA.L.2.3		
writing projects (e.g., read a		NJSLSA.L.2.6	

	umber of books on a single topic	Use knowledge of language and	Use words and phrases acquired	
	o produce a report; record	its conventions when writing,	through conversations, reading	
SC	cience observations).	speaking, reading, or listening.	and being read to, and	
			responding to texts, including	
N.	JSLSA.W.2.8	NJSLSA.L.2.4.B	using adjectives and adverbs to	
Re	ecall information from	Determine the meaning of the	describe (e.g., When other kids	
ex	xperiences or gather information	new word formed when a	are happy that makes me happy).	
fre	rom provided sources to answer	known prefix is added to a		
a	question.	known word (e.g.,		
		happy/unhappy, tell/retell).		
S	peaking and Listening (SL)			
	3 3 3 3 3 3 3 3 3 3	NJSLSA.L.2.4.C		
N.	JSLSA.SL.2.6	Use a known root word as a		
	roduce complete sentences	clue to the meaning of an		
	hen appropriate to task and	unknown word with the same		
	ituation in order to provide	root (e.g., addition, additional).		
	equested detail or clarification.			
i i i i i i i i i i i i i i i i i i i		NJSLSA.L.2.5.B		
1.	anguage (L)	Distinguish shades of meaning		
		among closely related verbs		
N	JSLSA.L.2.1.E	(e.g., toss, throw, hurl) and		
-	se adjectives and adverbs, and	closely related adjectives (e.g.,		
	hoose between them depending	thin, slender, skinny, scrawny).		
	n what is to be modified.	unin, siender, skinny, scrawny).		
OI OI	n what is to be mounted.			
N	JSLSA.L.2.3.A			
	compare formal and informal			
us	ses of English.			
N.				
	JSLSA.L.2.4.E			
	se glossaries and beginning			
	ictionaries, both print and			
	igital, to determine or clarify the			
m	neaning of words and phrases.			
-	JSLSA.L.2.5.A			
	dentify real-life connections			
	etween words and their use			
	e.g., describe foods that are			
	picy or juicy).			
	eading/ Writing	Reading/ Writing	Reading/ Writing	
	/ondering	Making connections	Making connections	
Ca	compare and contrast	Summarizing	Visualizing	
Dr	rawing conclusions	Inferencing	Inferencing	
		Wondering	Wondering	
W				
	Vhole Group ead Alouds	Compare and contrast Drawing conclusions	Drawing conclusions	

Think,Pair, Share		Whole Group	-
I Wonder	Whole Group	Read Alouds	
Total Participation Techniques,	Read Alouds	Think,Pair,Share	
Morning Meetings,	Think,Pair,Share	I Wonder	
Modeled, Shared, and Guided	I Wonder	Total Participation Techniques	
Practice for Reading and Writing	Total Participation Techniques	Morning Meetings	
	Morning Meetings	Modeled	
Individual	Modeled	Shared	
Independent Reading	Shared	Guided Practice for Reading and	
Learning Centers	Guided Practice for Reading and	Writing	
Independent Work	Writing	Whiting	
Project Read	whicing	<u>Individual</u>	
Fundations	Individual		
	Individual Independent Deading	Independent Reading	
Orton Gillingham	Independent Reading	Learning Centers	
Writing Conferences	Learning Centers	Independent Work	1
	Independent Work	Project Read	
Small Groups	Project Read	Fundations	
Guided Reading	Fundations	Orton Gillingham	
Shared Reading	Orton Gillingham	Writing Conferences	
Paired	Writing Conferences		
Individual		Small Groups	
	Small Groups	Guided Reading	
<u>Reading</u>	Guided Reading	Shared Reading, Paired	
Introduce Nonfiction Text	Shared Reading, Paired	Individual Paired Reading	
biography	Individual Paired Reading	Learning Centers, The Daily	
nonfiction texts for research	Learning Centers, The Daily		
Create anchor charts		Reading	
Locate, understand, and interpret	Reading	Introduce poetry	
Nonfiction Text Features	Introduce traditional tales -	elements/vocabulary	
Analyzing the text - Locating	folktales, fables, fairy tales	(beat, alliteration, rhythm,	
information, key ideas, and	(compare and contrast	rhymes, structure, repetition,	
details	versions)	stanza)	
	Anchor Lessons	Anchor Lessons:	
Grammar	Compare/Contrast	Figurative language (imagery,	
Adjectives	Moral	repetition, alliteration,	
Adverbs	Lesson	comparison)	
	Theme	Identify author's message, voice	
Writing Workshop	Elements of traditional tales	Compare and Contrast poems	
Continue teaching procedures	Folk Tales - The Rainbow Crow,	with stories	
introduce nonfiction	Pecos Bill	WILLI SLUTTES	
		Grammar	
writing/research; making labeled	Lon Po Po vs. Little Red Riding	Grammar Deview contractions	
diagrams	Hood	Review contractions	
Read model books of non fiction	Fairy Tale - Cinderella vs. Yeh	Suffixes	
to examine structure and purpose	Shen or Mufaro's Beautiful	Roots	
use graphic organizers to gather	Daughters An African Cinderella	Using a digital/paper thesaurus	
facts	Story		
		Writer's Workshop	

	structure facts into paragraphs	<u>Grammar</u>	introduce poetry by reading	
	and add details as needed	Pronouns (reflexive) example	variety of poems by various	
	create diagrams, pictures,	video at:	authors	
	graphs, photographs, maps and	https://www.youtube.com/watc	listen for line breaks, experiment	
	other non-fiction text features	h?v=sd7WwuiAkbk	with various formats of poetry	
	continue teaching structure of	Comma Rules (dates,	practice writing poetry	
	paragraphs, using transitions	addresses)	individually and as a class	
	between ideas, use subtitles to		discuss "Voice" and hear the	
	organize writing; form proper	Writer's Workshop	voice in poems; find your own	
	ending	Continue teaching procedures	voice	
			A FOUND POEM:	
	continue conferencing with	read mentor texts on		
	teacher begin Self editing with	folktales/fairy tales/fables	"A Bear of a Poem"	
	COPS: capitals, organization,	find moral/lesson/theme ("the	From readwritethink.org	
	punctuation, spelling; AND Peer	author wants you to believe	Teacher reads a Berenstain Bear	
	editing with TAG: Read each	that")	picture book aloud as students	
	other's writing and Tell something	FolkTale/Fairy Tale Writing	complete the	
	you like, Ask a question, and Give	Project:	"Found Poem Planning Page" to	
	suggestions for how to improve	*children write own fairy	write words/phrases	
	Conferencing: use varied	tale/fable/folktale and publish	Students write one	
	sentence structure; varied	online	phrase/sentence to be added to	
	vocabulary specific to subject	*Fairy Tales - The Three Little	the class poem	
	Publish Non-Fiction Research	Pigs/The True Story of the	Whole class performs poem.	
	Writing	Three Little Pigs	use rubric to score	
	*create digital posters to show	- Is the wolf innocent or		
	information			
	IIIOIIIIatioII	guilty?		
		- Students persuade the		
		judge using opinion		
		writing and		
		compare/contrast in		
		stories.		
INSTRUCTIONAL	Materials	Materials	Materials	
AND SUPPLEMENTAL	Spelling: per district program	Spelling: per district	Spelling: per district program	
	Being a Writer	program	Being a Writer	
MATERIALS/	Making Meaning	Being a Writer	Making Meaning	
LEVELED TEXTS	Project Read	Making Meaning	Project Read	
	Fundations	Project Read	Fundations	
	Journeys	Fundations	Journeys	
	Guided Reading Leveled Texts	Journeys	Guided Reading Leveled Texts	
	Dolch Sight Words	Guided Reading Leveled Texts	Dolch Sight Words	
	Writing Fundamentals	Dolch Sight Words	Writing Fundamentals	
	5		Scholastic News	
	Scholastic News	Writing Fundamentals		
	"Diagram It! Identifying,	Scholastic News	Bear Poem Project:	
	Comparing, and Writing About	Videos: How Tiger Got His	http://www.readwritethink.o	
	Non Fiction Texts"	Stripes:	rg/classroom-resources/lesso	
	Non Fiction Texts" http://www.readwritethink.org/cl	Stripes: https://www.youtube.com/watc	rg/classroom-resources/lesso n-plans/bear-poem-composin	
	Non Fiction Texts"	Stripes:	rg/classroom-resources/lesso	

		Louised Toute		
	Loveled Toyle	Leveled Texts	Leveled Texts	
	Leveled Texts	National Geographic	Leveled Texts	
	National Geographic	Wright	National Geographic	
	Wright	Scholastic	Wright	
	Scholastic	Rigby	Scholastic	
	Rigby		Rigby	
ASSESSMENTS	Formative	<u>Formative</u>	Formative	
	Total Participation Techniques	Total Participation Techniques	Total Participation Techniques,	
	Exit Tickets	Exit Tickets	Exit Tickets	
	Think Pair Share	Think Pair Share	Think Pair Share	
	Turn and Talk	Turn and Talk	Turn and Talk	
	Student Whiteboards	Student Whiteboards	Student Whiteboards	
	Sticky Notes	Sticky Notes	Sticky Notes, Hand Signals, Sight	
	Hand Signals	Hand Signals	Words	
	Sight Words	Sight Words, Journeys/Program	Journeys/Program Based	
	Journeys/Program Based	Based Fundations	Fundations	
	Fundations	Words Sorts	Words Sorts	
	Words Sorts	Read and Sketch	Read and Sketch	
	Read and Sketch	Journaling	Journaling	
	Journaling	teacher observation	teacher observation	
	teacher observation	Running Records	Running Records	
	Running Records			
		Summative	Summative	
	Summative	Fluency Assessments WPM	Fluency Assessments WPM	
	Fluency Assessments WPM	Dolch Sight Words	Dolch Sight Words	
	Dolch Sight Words	Reading Comprehension,	Reading Comprehension, Phonics	
	Reading Comprehension, Phonics	Phonics Based Recognition	Based Recognition	
	Based Recognition	Model Curriculum	Model Curriculum	
	Model Curriculum	https://www.nj.gov/education/	https://www.nj.gov/education/m	
	https://www.nj.gov/education/m	modelcurriculum/ela/2u1.shtml	odelcurriculum/ela/2u1.shtml	
	odelcurriculum/ela/2u1.shtml	User Name: Model	User Name: Model	
	User Name: Model	Password: Curriculum	Password: Curriculum	
	Password: Curriculum			
		Benchmark	Benchmark	
	Benchmark	MAP	MAP	
	MAP	Journeys		
		Dibels	Journeys Dibels	
	Journeys Dibels	DRA	DRA	
	DRA	Rigby	Rigby Warda Their Way	
	Rigby	Words Their Way	Words Their Way	
	Words Their Way	Sight Words	Sight Words	
	Sight Words			
		Alternative	Alternative	
	Alternative	Orton Gillingham Dolch	Orton Gillingham	
	Orton Gillingham	Project Read	Dolch	
	Dolch	Fundations	Project Read	
	Project Read	project based assignments	Fundations	

· · · · · · · · · · · · · · · · · · ·			
 Using true/false, matching, or 	 Using true/false, matching, or 	 Using true/false, matching, or 	
fill in the blank tests in lieu of	fill in the blank tests in lieu of	fill in the blank tests in lieu of	
essay tests	essay tests	essay tests	
,	,	,	
At Risk	At Risk	At Risk	
- Collaborating (general	- Collaborating (general	- Collaborating (general	
education teacher and	education teacher and	education teacher and	
specialist) to modify	specialist) to modify	specialist) to modify	
vocabulary, omit or modify	vocabulary, omit or modify	vocabulary, omit or modify	
items	items	items	
 Modifying tests to reflect 	 Modifying tests to reflect 	 Modifying tests to reflect 	
selected objectives	selected objectives	selected objectives	
 Providing study guides 	- Providing study guides	 Providing study guides 	
- Using authentic assessments	- Using authentic assessments	- Using authentic assessments	
with real-life problem-solving	with real-life problem-solving	with real-life problem-solving	
 using videos, illustrations, 	 using videos, illustrations, 	 using videos, illustrations, 	
pictures, and drawings to	pictures, and drawings to	pictures, and drawings to	
explain or clarify	explain or clarify	explain or clarify	
 Reading Buddies 	 Reading Buddies 	 Reading Buddies 	
	Gifted and Talented	Gifted and Talented	
Gifted and Talented	 Alternative formative and 	 Alternative formative and 	
 Alternative formative and 	summative assessments	summative assessments	
summative assessments	 Games and tournaments 	 Games and tournaments 	
 Games and tournaments 	- Group investigations	 Group investigations 	
- Group investigations	 Independent research and 	 Independent research and 	
 Independent research and 	projects Interest groups	projects Interest groups	
•			
projects Interest groups	- Learning contracts	 Learning contracts 	
- Learning contracts	 Student and teacher designed 	 Student and teacher designed 	
 Student and teacher designed 	Leveled rubrics	Leveled rubrics	
Leveled rubrics	 Literature circles 	 Literature circles 	
 Literature circles 	 Personal agendas 	 Personal agendas 	
 Personal agendas 	 Problem or Project-based 	 Problem or Project-based 	
 Problem or Project-based 	learning	learning	
learning	- Tiered activities/assignments	 Tiered activities/assignments 	
- Tiered activities/assignments		, 5	
	504	504	
504	 Assistive technology 	 Assistive technology 	
– Assistive technology	 Extended time on skills/tests/ 	 Extended time on skills/tests/ 	
 Extended time on skills/tests/ 	quizzes	quizzes	
	•		
quizzes	 Have student repeat 	 Have student repeat directions 	
 Have student repeat directions 	directions to check for	to check for understanding	
to check for understanding	understanding	 Highlighted text visual 	
 Highlighted text visual 	 Highlighted text visual 	presentation	
presentation	presentation	 Multi-sensory presentation 	
 Multi-sensory presentation 	 Multi-sensory presentation 	 Preferential seating 	
 Preferential seating 	 Preferential seating 		

	- Preview of content, concepts,	 Preview of content, concepts, 	- Preview of content, concepts,	
	and vocabulary	and vocabulary	and vocabulary	
	 Reduced/shortened 	 Reduced/shortened 	 Reduced/shortened 	
	reading/writing assignments	reading/writing assignments	reading/writing assignments	
	 Goal setting with students 	 Goal setting with students 	 Goal setting with students 	
	 Reading buddies 	 Reading buddies 	 Reading buddies 	
		*		
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary	Interdisciplinary Connections	
CONNECTIONS	- English Language Art	Connections	- English Language Arts	
	- Science and Scientific Inquiry	- English Language Arts	- Mathematics	
21ST CENTURY	(Next Generation)	- Social Studies	- Science and Scientific Inquiry	
	- Social Studies	- Technology	(Next Generation)	
SKILLS/THEMES	- Technology	 Visual and PerforminG Arts 	- Social Studies	
(<u>P21.ORG</u>)	 Visual and Performing Arts 		- Technology	
		21st Century Skills/ Themes	 Visual and Performing Arts 	
TECHNOLOGY	21st Century Skills/ Themes	- Social Studies		
	- Global Awareness	- Global Awareness	21st Century Skills/ Themes	
INTEGRATION	- Civic Literacy	- Civic Literacy	- Global AwarenesS	
	– Environmental Literacy	 Environmental Literacy 	- Civic Literacy	
CAREER EDUCATION	 Creativity and Innovation 	 Creativity and Innovation 	 Environmental Literacy 	
(NJDOE CTE	- Critical Thinking	- Critical Thinking	- Creativity and Innovation	
•	- Problem Solving	 Problem Solving 	- Critical Thinking	
Clusters)	- Communication	 Communication 	- Problem Solving	
	- Collaboration	 Collaboration 	- Communication	
	 Information Literacy 	 Information Literacy 	- Collaboration	
	– Media Literacy	 Media Literacy 	 Media Literacy 	
	– ICT (Information,			
	Communication and	Technology Integration	Technology Integration	
	Technology) Literacy	– Chromebooks	- Chromebooks	
		– eSpark	– eSpark	
	Technology Integration	https://www.esparklearning.c	https://www.esparklearning.co	
	– Chromebooks	<u>om/</u>	<u>m/</u>	
	– eSpark	<u>https://www.storybots.com/</u>	https://www.storybots.com/	
	https://www.esparklearning.co	 <u>www.pebblego.com</u> 	- www.pebblego.com	
	<u>m/</u>	 www.readwritethink.org 	- www.readwritethink.org	
	<u>https://www.storybots.com/</u>	 Http://www.storylineonline.n 	– Http://www.storylineonline.net/	
	- <u>www.pebblego.com</u>	et/ (online stories)	(online stories)	
	- www.readwritethink.org	http://kidsblogs.nationalgeog	http://kidsblogs.nationalgeogra	
	- Http://www.storylineonline.net/	raphic.com/littlekids/	phic.com/littlekids/	
	(online stories)	 http://kids.nationalgeographi 	 http://kids.nationalgeographic. 	
	http://kidsblogs.nationalgeogra	c.com	com	
	phic.com/littlekids/	<u>http://tc.readingandwritingpr</u>	 <u>http://tc.readingandwritingproj</u> 	
	 http://kids.nationalgeographic. 	<u>oject.com/</u> (teacher	ect.com/ (teacher resource)	
	com	resource)	- www.abcya.com (free computer	
	 <u>http://tc.readingandwritingproj</u> 		games and activities)	
	<pre>ect.com/ (teacher resource)</pre>			

 www.abcya.com (free computer 	 www.abcya.com (free 	 www.starfall.com (free 	
games and activities)	computer games and	systematic & interactive	
 www.starfall.com (free 	activities)	website)	
systematic & interactive	 www.starfall.com (free 	– iPads	
website)	systematic & interactive	– Smart Board	
– iPads	website)	- Scholastic.com	
 Smart Board 	– iPads	– Computer lab	
 Scholastic.com 	 Smart Board 	– Epic.com	
 Computer lab 	 Scholastic.com 	 <u>http://www.discoveryeducation</u> 	
– Epic.com	 Computer lab 	.com/	
 http://www.discoveryeducation 	– Epic.com	http://www.unitsofstudy.com/	
.com/	 http://www.discoveryeducati 	(Lucy Calkins)	
 http://www.unitsofstudy.com/ 	on.com/		
(Lucy Calkins)	 http://www.unitsofstudy.com 	Career Education	
(, ,	/ (Lucy Calkins)	- Agriculture, Food & Natural	
Career Education	- , , ,	Resources	
 Agriculture, Food & Natural 	Career Education	 Architecture & Construction 	
Resources	 Agriculture, Food & Natural 	 Arts, A/V Technology & 	
 Architecture & Construction 	ResourcE	Communications	
 Arts, A/V Technology & 	 Arts, A/V Technology & 	– Citizenship	
Communications	Communications	- Health Science	
- Citizenship	 Citizenship 	 Hospitality & Tourism 	
 Health Science 	 Health Science 	- Human Services	
 Hospitality & Tourism 	 Hospitality & Tourism 	 Information Technology 	
– Human Services	- Human Services	– Manufacturing	
 Information Technology 	 Information Technology 	– Marketing	
- Manufacturing	- Manufacturing	- Science, Technology,	
- Marketing	- Marketing	Engineering & Mathematics	
- Science, Technology,	- Science, Technology,	(STEM)	
Engineering & Mathematics	Engineering & Mathematics	- Transportation, Distribution &	
(STEM)	(STEM)	Logistics	
- Transportation, Distribution &	- Transportation, Distribution &		
Logistics	Logistics		
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