SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Course Name: Reading	Grade Level(s): 2
BOE Adoption Date: October 2017	Revised Date (s):

ABSTRACT

The Common Core English Language Arts Standards offer a focus for instruction at each grade level to ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understanding in preceding grades. Of particular note in grade two is the introduction of skills and understandings that are particularly likely to require continued attention in higher grades as they are applied in increasingly sophisticated skills needed to effectively communicate though writing and speaking.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):
1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. http://www.ascd.org

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. http://www.marzanocenter.com

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. http://www.marzanoresearch.com

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. http://www.state.nj.us/education/modelcurriculum/

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the **New Jersey Student Learning Standards (NJ SLS)** and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. http://www.state.nj.us/education/modelcurriculum/

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. http://www.state.nj.us/njded/cccs/

    - o **State: New Jersey Student Learning Standards (NJ SLS)** include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
    - o **New Jersey Student Learning Standards (NJ SLS):** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. http://www.p21.org/our-work/p21-framework

Proficiencies and Pacing:
Course Name: Second Grade Reading

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Launching Unit	September to October (September 7- October 20) 8 weeks	**RL.2.1, RL.2.2, RL.2.3, RL.2.4**, RL.2.5, RL.2.7, RL.2.10 **RI.2.1,** RI.2.2, RI.2.4, **RI.2.5,** RI.2.6, RI.2.7, RI.2.10 --- **SL.2.1, SL.2.2, SL.2.3, SL.2.6,** **L.2.1, L.2.3,** L.2.4, L.2.6 W.2.8	8 weeks • Students will understand the reading behaviors, rituals and routines of the classroom. (6 weeks) • Students will understand the expectations of reading workshop. (6 weeks) • Students will be able to think about to think about texts and participate in meaningful conversations connected to the books they are sharing. (6 weeks) **Interactive Read Aloud: 4 weeks** • Students will be able to ask and answer questions about key details in a text. (*who, what, where, when, why, and how*) • Students will be able to recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Students will be able to describe how characters in a story respond to major events and challenges. • Students will be able to	**Interactive Read Aloud: (4 weeks)** • Students will understand the routines, procedures and expectations of a reading workshop community. • Students will understand their reading identify and reflect on themselves as a reader. • Students will be able to read a variety of texts for a variety of purposes and set reading goals. • Students will be able to apply learning strategies for making meaning as they read. • Students will be able to pay attending to their reading and realize when meaning breaks down. Students will be able to use "fix-up" strategies when meaning breaks down. • Students will be able to use text and illustrations to create pictures or movies in their minds.

			describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Students will be able to use sticky notes to prepare for conversations about texts.
			• Students will be able to know and use various text features to locate key facts or information in a text quickly and efficiently.	• Students will be able to hold collaborative conversations about books to build ideas and deepen their understanding of texts.
			• Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events.	**Mini-Lesson: (4 weeks)**
			• Students will be able to describe characters, settings and major events in a story.	• Students will be able to notate their thinking in their Reading Notebooks.
				• Students will be able to set goals to enhance their reading lives.
			Mini-Lesson: 4 weeks	• Students will be able to think about what they have read and check for understanding.
			• Students will be able to ask and answer questions about key details in a text. (*who, what, where, when, why, and how*)	• Students will be able to retell the important parts of a story in the correct sequence.
			• Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events.	• Students will be able to identify and share important information in texts with their classmates.
			• Students will be able to know and use various text features to locate key facts or information in a text quickly and efficiently.	• Students will understand the importance of building stamina and using strategies to monitor their focus and recall.
			• Students will be able to use	

			the pictures, illustrations and details in a story to describe characters, settings, or events. • Students will be able to describe characters, settings and major events in a story.	• Students will be able to monitor their reading for understanding and reread and/or change their reading rate in order to make sense of a text. • Students will be able to create mental images based upon the rich descriptions in the text. • Students will understand that poets convey meaning and evoke feelings by repeating words and suing line breaks. • Students will be able to infer or draw conclusions about big ideas in poems. • Students will be able to use nonfiction text features and text structures to determine what is important and identify key ideas.

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 2: Fiction Genre Study	10 weeks	**RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7,** RL.2.9, **RL.2.10** --- --- **SL.2.1, SL.2.2, SL.2.6** **L.2.1, L.2.3, L.2.6** W.2.3	• Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Aloud: (3 weeks)** • Students will be able to recount stories and determine the central message, lesson or moral from the story. • Students will be able to ask and answer questions about key details in a text. • Students will be able to describe how characters respond to major events and challenges in a story. • Students will be able to describe how words and phrases supply meaning in a story. **Mini-Lessons (5 weeks)** • Students will be able to ask and answer questions about key details in a text. • Students will be able to retell stories, including key details,	**Interactive Read Aloud:** • Students will understand that fiction texts are created from the authors' imagination and are not true. • Students will be able to identify the characteristics of three types of fiction texts: traditional literature, fantasy, and realistic fiction. • Students will be able to use the chronological structure of a story to retell the key details in a story. • Students will understand the characteristics of folktales. • Students will be able to use an author's descriptive language to visual what is taking place in the story. • Students will be able to use an author's descriptive language to make inferences about what will happen next in the text. • Students will be able to use their background

			and demonstrate understanding of their central message or lesson. • Students will be able to describe the overall structure of the story. • Students will be able to identity differences in points of view of characters in a story. • Students will be able to use information from illustrations and words to understand the characters, setting or plot of a story.	knowledge and evidence from the text to draw conclusions or infer the author's message or theme. • Students will be able to use details in the text to understand character traits, problems, actions, and feelings. • Students will be able to identify and compare similarities and difference between texts. • Students will be able to identify the character's problem or conflict at the beginning of the story and follow the action to its resolution. • Students will be able to analyze an author's use of transition or temporal words to help them follow the action of the story. **Mini-Lessons:** • Students will be able to reflect on the main character's journey to resolve his/her problem and infer the important message in the story. • Students will be able to identify and contrast

				character traits at the beginning of a story and at the end.
				• Students will be able to figure out the meaning of unknown words by using context clues, including text language, punctuation, and illustrations.
				• Students will be able to make connections, discuss them and writing about their reading.
				• Students will be able to identify their mood or emotional response to a text and support their response with specific evidence from the text.
				• Students will be able to identify clues in a text that determine a characters' point of view. (choice of words, punctuation, and accompanying illustrations)
				• Students will understand how writers use description and dialogue to reveal important information about characters.
				• Students will be able to use the text features of a drama script to read and/or perform a play with understanding.

			• Students will be able to to apply strategies for self-questions and making predictions to enhance their understanding of the text. • Students will be able to use figurative language to figure out unknown words. •

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 3: Nonfiction Genre Study	10 weeks	--- **RI.2.1, RI.2.2, RI.2.3 RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.1.10** **SL.2.1**, **SL.2.2, SL.2.6** L.2.1, L.2.3, L.2.4, L.1.6 W.2.8	• Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Aloud (4 weeks) :** • Students will be able to ask and answer questions about key details in a text. • Students will be able to describe how words and phrases supply meaning in a story. • Students will be able to use text features to locate key	Interactive Read-Aloud • Students will understand that readers read nonfiction texts for specific purposes. • Students will be able to identify the characteristics of three types of nonfiction texts: reference, biography, and literary nonfiction. • Students will be able to use information they know about genres and their background knowledge to build meaning of a text. • Students will be able to identify common nonfiction

			facts or information quickly and efficiently. **Mini-lessons (4 weeks)** - Students will be able to ask and answer questions about key details in a text. - Students will be able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. - Students will be able to use text features to locate key facts or information quickly and efficiently. - Students will be able to identify the main purpose of a text. - Students will be able to describe how reasons support specific points the author makes in a text.	text features in order to understand and analyze information presented. - Students will be able to apply reading strategies while reading nonfiction to enhance their understanding of the text. (Think about what they already know, ask questions while reading, read words and text features to discover new information). - Students will be able to identify the text structures, description and compare/contrast and explain how these text structures help them identify important information. - Students will be able to identify the text structures, chronological, problem/solution, and cause/effect, and explain how these text structures help them identify important information. - Students will be able to monitor their reading for meaning at the sentence and word level.

				• Students will be able to use strategies to discover the meaning of new and/or unfamiliar words. • Students will be able to identify the author's purpose for writing a text in order to analyze the text and make inferences. • Students will be able to identify key details of a text and discuss these details by supporting their answer using evidence from the text. Mini-lesson • Students will understand the purpose and components of literary nonfiction. • Students will understand why and how writers write biographies. • Students will be able to use text features to activate prior knowledge and deepen understanding of the text. • Students will be able to identify the description text structure in order to enhance understanding of the text. • Students will be able to identify a chronological text

				structure in order to enhance understanding of the text.
				• Students will be able to identify a problem/solution text structure in order to enhance understanding of the text.
				• Students will be able to identify the cause/effect text structure to help them comprehend the writer's main points.
				• Students will be able to use word-solving strategies to figure out the meaning of new or unfamiliar words.
				• Students will be able to identify the author's purpose in order to enhance their understanding of the key ideas and infer the author's message.

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 4: Poetry	8 weeks	**RL.2.1**, RL.2.2, RL.2.3, **RL.2.4**, **RL.2.5**, RL.2.6, **RL.2.7**, RL.2.9,	• Students will be able to	**Interactive Read Aloud (3 weeks)**

		RL.2.10	participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks)	• Students will be able to identify the text features of poetry.
		RI.2.7, RI.2.9		• Students will understand that poems are organized into lines and/or stanzas.
		SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, **Sl.2.6**	**Interactive Read Aloud (3 weeks)** • Students will be able to ask and answer questions about key details in a poem.	• Students will understand that different layouts affect the meaning and the sound of a poem.
		L.2.1, **L.2.4, L.2.5, L.2.6**	• Students will be able to describe the overall structure of a poem.	• Students will be able to use the words in a poem to visualize.
		W.2.7	• Students will be able to use information from illustrations and the words to demonstrate understanding of the poem. **Mini-Lesson (5 weeks)** • Students will be able to ask and answer questions about key details in an informational text. • Students will be able to recount poems and determine their central message. • Students will be able to describe how words and phrases supply rhythm and meaning in a poem. • Students will be able to identify differences in the points of view of characters in a poem. • Students will be able to use information from illustrations	• Students will understand that a poet's inspiration helps readers better understand the message of the poem. • Students will be able to make connections with poems to figure out their meaning. • Students will be able to learn strategies to figure out unknown words: approximate the meaning of words by rereading, paying attention to familiar words and using text features. • Students will be able to monitor their understanding and stop reading when the meaning is not clear.

			and the words to demonstrate understanding of the poem.	- Students will be able to use strategies to help them understand poetry: reread, make a connection and look at illustrations. - Students will be able to analyze the layout and structural elements of a poem in order to compare poems. **Mini-Lesson: (5 weeks)** - Students will understand that the rhyme scheme of poems helps them figure out unknown words. - Students will be able to use their background knowledge to figure out new words in context. - Students will be able to use their schema and contents of a poem to approximate the meaning of unfamiliar words. - Students will be able to enhance their understanding of a poem by looking at the poem's structure and literary devices used throughout the poem. - Students will understand that rhythm helps create meaning.

				- Students will be able to identify the central idea or message of a poem. - Students will be able to use the words in a poem to visualize. - Students will be able to read a collections of poems and determine how the poems are connect thematically. - Students will understand that importance of rereading and reading a poem aloud. - Students will be able to respond to a poem using drawings, movements, and/or performances.

Unit 1: Launching Unit	Recommended Duration: September through November: 8 weeks

The Launching Unit provides models for many reading behaviors, rituals, routines. Students will be working within a reading workshop model which focuses on active listening, thinking, engaging with texts and participation through discussions. During this unit, it is important to establish a community that fosters these behaviors as they are needed to help your students develop and grow as a reader and writer. Throughout this unit, students will learn to connect with books in meaningful ways through discussion and writing.

Essential Questions	Enduring Understandings
1. What do strong readers do during Reading Workshop? 2. How can I make reading a big part of my life? 3. Why should we set individual goals when reading? 4. How can I choose just-right books? Why is choosing just-right books important? 5. How can I get better at checking my understanding of what I read? 6. How can I use my conversation with a partner to help me make sure that I understand my reading well enough to summarize it?	1. Living a reading life means I read proficiently, accurately, and fluently with books of my choice that I can share with others to show my understanding of the story. 2. Setting goals and reading consistently are important to become a better reader. 3. Strong readers have fix-up and self-monitoring strategies to ensure that reading is the best that it can be. 4. Collaboration and building ideas among a community of readers deepens our understanding of a text.

Relevant Standards	Learning Goals	Learning Objectives
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. **RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.** **RL.2.3 Describe how characters in a story respond to major events and challenges using key details.** **RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story,**	8 weeks • Students will understand the reading behaviors, rituals and routines of the classroom. (6 weeks) • Students will understand the expectations of reading workshop. (6 weeks) • Students will be able to think about to think about texts and participate in meaningful conversations connected to the books they are sharing. (6 weeks) **Interactive Read Aloud: 4 weeks** • Students will be able to ask and answer questions about key details in a text. (*who,*	**Interactive Read Aloud: (2 weeks)** • Students will understand the routines, procedures and expectations of a reading workshop community. • Students will understand their reading identify and reflect on themselves as a reader. • Students will be able to read a variety of texts for a variety of purposes and set reading goals. • Students will be able to apply learning strategies for making meaning as they read.

Relevant Standards	Learning Goals	Learning Objectives
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. 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. RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **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. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **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. RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine	*what, where, when, why, and how)* • Students will be able to recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Students will be able to describe how characters in a story respond to major events and challenges. • Students will be able to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Students will be able to know and use various text features to locate key facts or information in a text quickly and efficiently. • Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events. • Students will be able to describe characters, settings and major events in a story. **Mini-Lesson: 4 weeks** • Students will be able to ask and answer questions about key details in a text. (*who, what, where, when, why, and how)* • Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events. • Students will be able to know and use various text features to locate key facts or	• Students will be able to pay attending to their reading and realize when meaning breaks down. Students will be able to use "fix-up" strategies when meaning breaks down. • Students will be able to use text and illustrations to create pictures or movies in their minds. • Students will be able to use sticky notes to prepare for conversations about texts. • Students will be able to hold collaborative conversations about books to build ideas and deepen their understanding of texts. **Mini-Lesson: (2 weeks)** • Students will be able to notate their thinking in their Reading Notebooks. • Students will be able to set goals to enhance their reading lives. • Students will be able to think about what they have read and check for understanding. • Students will be able to retell the important parts of a story in the correct sequence. • Students will be able to identify and share important information in texts with their classmates. • Students will understand the importance of building stamina and using strategies to monitor their focus and recall. • Students will be able to monitor their reading for understanding and reread and/or change their reading rate in order to make sense of a text.

Relevant Standards	Learning Goals	Learning Objectives
works) contribute to and clarify a text. 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. **SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.** **SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.** **SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.** **SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** **L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and	information in a text quickly and efficiently. • Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events. • Students will be able to describe characters, settings and major events in a story.	• Students will be able to create mental images based upon the rich descriptions in the text. • Students will understand that poets convey meaning and evoke feelings by repeating words and suing line breaks. • Students will be able to infer or draw conclusions about big ideas in poems. • Students will be able to use nonfiction text features and text structures to determine what is important and identify key ideas.

Relevant Standards	Learning Goals	Learning Objectives
responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
- Anecdotal notes during whole group, small group and individual conferences - Choosing good fit books - Sharing strategies - Turn and talk - Reading responses within reader's notebooks - Stop and Jots - Reading Conferences - Reading Life Survey - Reading Goals tracking sheet - Graphic	- Common Summative Assessments - Open-Ended Responses to Literature - Benchmark Assessments	- Performance based assessment from the teachers college of reading and writing - Performance Based Assessment - Rubric for Performance Based Assessment	- Reading responses held within a readers notebook - Stop and jots - Reading Goal Tracking Sheets

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)			

Possible Assessment Modifications /Accommodations			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions • Order test items from least complex to most complex	• Vary test formats • Increased rigor of assessments

KRSD Office of Curriculum and Instruction

Possible Assessment Modifications /Accommodations			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Read test passages aloud (for comprehension assessment) • Shortened assessment			

Instructional Strategies
• Graphic Organizers for the writing process • Graphic Organizers for reading comprehension • Stop and Think during interactive read alouds • Scaffolding • Modeling/Think Alouds • Direct Instruction • Gradual release of responsibility (I do, we do, you do) • Interactive read-alouds • Mini-lessons/ guided practice • Teacher- student conferencing • Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page **Modifications** • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension)	• Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
- Shortening assignment (if altering the complexity/rigor of the assignment) - Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) - Reworded questions/problems in simpler language (changing rigor) - Highlighting important words or phrases in reading assignments - Modified rubrics			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: - Technology - Career ready practices - Financial literacy - Subject specific interdisciplinary - Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology - Student use of Chromebooks/ computers for writing - Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-**

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
		Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:
Schoolwide Launching Unit and all corresponding mentor texts
Lucy Caulkins Narrative writing unit and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes

Resources
- Classroom library organized by genre   - Leveled readers for independent readers   - whiteboard/screen to display texts   **Major Assignments (required):**   - Unit Quizzes   - Common Summative Assessment   - On- Demand writing prompt   **Major Activities (required):**   - Interactive Read Alouds   - Mini-lessons   - Reading Response Journals

Unit 2: Fiction Genre Study	Recommended Duration: November through 10 weeks

Unit Description:
In this unit, second graders will learn the many different types of fiction stories- fantastical, magical, traditional, historical, mythological and realistic. By studying these different types of fiction, students will develop an understanding of the various forms, features, and purposes of fiction. They will begin to understand the narrative structure, story elements and themes that are associated with each type of fiction writing. Additionally, students will learn and apply specific reading skills and strategies that will help them visualize, infer characters' feelings and traits, identify the author's message and actively engage with the texts they read.

Essential Questions	Enduring Understandings
- What are the different types and structures of fiction? - What are the common story elements in fictional texts? - How does understanding the structure of a genre help us to better comprehend what we read? - What are common themes associated with each type of fiction writing. - How can I make sure that I get to know the characters in my book? - Noticing who they are, what they do, how they act, how they feel and what they learn? - How does visualizing the who, what, when, where and what help me understand the story? - How does my personal schema help me make predictions and connections with the text? - How does the understanding of nonliteral or figurative language help me understand the story better?	- Fiction follows a predictable structure that helps in comprehending what is read. - Readers utilize strategies to self-assess their level of understanding. - Readers analyze information gathered about a character in order to make inferences or predictions about characters in a story. . - Readers pay close attention to the words authors use to visualize and read the book the way the author intended it to be read.

Relevant Standards	Learning Goals	Learning Objectives
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. **RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.**	Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Aloud: (3 weeks)**	**Interactive Read Aloud:** - Students will understand that fiction texts are created from the authors' imagination and are not true. - Students will be able to identify the characteristics of three types of fiction texts:

Relevant Standards	Learning Goals	Learning Objectives
RL.2.3 Describe how characters in a story respond to major events and challenges using key details. **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.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.5 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. 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. RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.** **SL.2.2 Recount or describe key ideas or details from a text read aloud or information**	• Students will be able to recount stories and determine the central message, lesson or moral from the story. • Students will be able to ask and answer questions about key details in a text. • Students will be able to describe how characters respond to major events and challenges in a story. • Students will be able to describe how words and phrases supply meaning in a story. **Mini-Lessons (5 weeks)** • Students will be able to ask and answer questions about key details in a text. • Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson. • Students will be able to describe the overall structure of the story. • Students will be able to identity differences in points of view of characters in a story. • Students will be able to use information from illustrations and words to understand the characters, setting or plot of a story.	traditional literature, fantasy, and realistic fiction. • Students will be able to use the chronological structure of a story to retell the key details in a story. • Students will understand the characteristics of folktales. • Students will be able to use an author's descriptive language to visual what is taking place in the story. • Students will be able to use an author's descriptive language to make inferences about what will happen next in the text. • Students will be able to use their background knowledge and evidence from the text to draw conclusions or infer the author's message or theme. • Students will be able to use details in the text to understand character traits, problems, actions, and feelings. • Students will be able to identify and compare similarities and difference between texts. • Students will be able to identify the character's problem or conflict at the beginning of the story and follow the action to its resolution. • Students will be able to analyze an author's use of transition or temporal words to help them follow the action of the story. **Mini-Lessons:** • Students will be able to reflect on the main character's journey to resolve his/her

Relevant Standards	Learning Goals	Learning Objectives
presented orally or through other media. **SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** **L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). 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.		problem and infer the important message in the story. • Students will be able to identify and contrast character traits at the beginning of a story and at the end. • Students will be able to figure out the meaning of unknown words by using context clues, including text language, punctuation, and illustrations. • Students will be able to make connections, discuss them and writing about their reading. • Students will be able to identify their mood or emotional response to a text and support their response with specific evidence from the text. • Students will be able to identify clues in a text that determine a characters' point of view. (choice of words, punctuation, and accompanying illustrations) • Students will understand how writers use description and dialogue to reveal important information about characters. • Students will be able to use the text features of a drama script to read and/or perform a play with understanding. • Students will be able to to apply strategies for self-questions and making predictions to enhance their understanding of the text. • Students will be able to use figurative language to figure out unknown words.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Anecdotal notes during whole group, small group and individual conferences • Student performance checklist • Reading responses within reader's notebooks • Stop and Jots • Reading Conferences • Reading Life Survey • Reading Goals tracking sheet • Graphic organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)	• Common Summative Assessments • Open-Ended Responses to Literature • Benchmark Assessments	•	• Reading responses held within a readers notebook • Stop and jots • Reading Goal Tracking Sheets

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions • Order test items from least complex to most complex	• Vary test formats • Increased rigor of assessments

Possible Assessment Modifications /Accommodations			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment			

Instructional Strategies
• Graphic Organizers for the writing process • Graphic Organizers for reading comprehension • Stop and Think during interactive read alouds • Scaffolding • Modeling/Think Alouds • Direct Instruction • Gradual release of responsibility (I do, we do, you do) • Interactive read-alouds • Mini-lessons/ guided practice • Teacher- student conferencing • Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Large print textbooks • Additional time for assignments	• Review of directions • Review sessions • Use of mnemonics	• Additional time for assignments • Review of directions • Review sessions	• Alternate assignments/ enrichment assignments • Provide texts at higher reading

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page	• Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting	level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Modifications • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
Texts/Materials: Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts Lucy Caulkins Writing Units of Study and all corresponding mentor texts **Materials:**   - Chart paper, markers for Anchor Charts   - Student reading notebooks   - Index cards for word walls   - Index cards for teaching stop and jot strategies   - Individual book bags/ boxes   - Classroom library organized by genre   - Leveled readers for independent readers   - whiteboard/screen to display texts   **Major Assignments (required):**   - Unit Quizzes   - Common Summative Assessment   - On- Demand writing prompt   **Major Activities (required):**   - Interactive Read Alouds   - Mini-lessons   - Reading Response Journals

Unit 3: Nonfiction Genre Study	Recommended Duration: 10 weeks

Unit Description:
Nonfiction texts encourage students to closely observe and learn about what is around them. In this unit, students will study three types of nonfiction-reference, literary, and biography. By the end of the unit, students will understand the various forms, features, and purposes of nonfiction. As a result, students' understand of nonfiction texts will be enhanced as they will understand the structure, layout and text features that are associated with each type of nonfiction writing. Students will learn and apply specific reading skills and strategies that will help them discover facts, identify big ideas and learn new information about the topics that they are reading.

Essential Questions	Enduring Understandings
• What reading strategies can be used for expository nonfiction and narrative nonfiction? • What are the structures and features of nonfiction texts? • How can text features help us gain a better understanding of the content? • How do readers determine importance in nonfiction texts? • How do we analyze unknown words to determine their meaning? • What does it mean to read in an "expert" voice and "literary" voice? • How does setting goals enhance my understanding of a nonfiction story?	• Readers determine importance in expository texts by understanding how to read this type of text. • Readers synthesize and grow ideas when reading narrative nonfiction. • Strong readers use both the words and visual elements to enhance understanding of a text. • Strong readers use multiple strategies to figure out unknown words and aid in comprehension. • Strong readers set goals for themselves to become better readers of nonfiction.

Relevant Standards	Learning Goals	Learning Objectives
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. **RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**	• Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Aloud (4 weeks):**	Interactive Read-Aloud • Students will understand that readers read nonfiction texts for specific purposes. • Students will be able to identify the characteristics of three types of nonfiction texts: reference, biography, and literary nonfiction.

Relevant Standards	Learning Goals	Learning Objectives
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.** **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.** **RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.** **RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.** **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.** **SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.** **SL.2.2 Recount or describe key ideas or details**	• Students will be able to ask and answer questions about key details in a text. • Students will be able to describe how words and phrases supply meaning in a story. • Students will be able to use text features to locate key facts or information quickly and efficiently. **Mini-lessons (4 weeks)** • Students will be able to ask and answer questions about key details in a text. • Students will be able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. • Students will be able to use text features to locate key facts or information quickly and efficiently. • Students will be able to identify the main purpose of a text. Students will be able to describe how reasons support specific points the author makes in a text.	• Students will be able to use information they know about genres and their background knowledge to build meaning of a text. • Students will be able to identify common nonfiction text features in order to understand and analyze information presented. • Students will be able to apply reading strategies while reading nonfiction to enhance their understanding of the text. (Think about what they already know, ask questions while reading, read words and text features to discover new information). • Students will be able to identify the text structures, description and compare/contrast and explain how these text structures help them identify important information. • Students will be able to identify the text structures, chronological, problem/solution, and cause/effect, and explain how these text structures help them identify important information. • Students will be able to monitor their reading for meaning at the sentence and word level. • Students will be able to use strategies to discover the meaning of new and/or unfamiliar words. • Students will be able to identify the author's purpose for writing a text in order to analyze the text and make inferences. • Students will be able to identify key details of a text and discuss these details by supporting their answer using evidence from the text. Mini-lesson

Relevant Standards	Learning Goals	Learning Objectives
from a text read aloud or information presented orally or through other media. **SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** **L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		• Students will understand the purpose and components of literary nonfiction. • Students will understand why and how writers write biographies. • Students will be able to use text features to activate prior knowledge and deepen understanding of the text. • Students will be able to identify the description text structure in order to enhance understanding of the text. • Students will be able to identify a chronological text structure in order to enhance understanding of the text. • Students will be able to identify a problem/solution text structure in order to enhance understanding of the text. • Students will be able to identify the cause/effect text structure to help them comprehend the writer's main points. • Students will be able to use word-solving strategies to figure out the meaning of new or unfamiliar words. • Students will be able to identify the author's purpose in order to enhance their understanding of the key ideas and infer the author's message.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Anecdotal notes during whole group, small group and individual conferences • Student performance checklist • Reading responses within reader's notebooks • Exit Tickets • Stop and Jots • Reading Conferences • Reading Life Survey • Reading Goals tracking sheet • Graphic organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)	• Common Summative Assessments • Open-Ended Responses to Literature • Benchmark Assessments	•	• Reading responses held within a readers notebook • Stop and jots • Reading Goal Tracking Sheets

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions	• Vary test formats • Increased rigor of assessments

Possible Assessment Modifications /Accommodations			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Test in alternative site • Use of word processor • Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment		• Order test items from least complex to most complex	

Instructional Strategies
• Graphic Organizers for the writing process • Graphic Organizers for reading comprehension • Stop and Think during interactive read alouds • Scaffolding • Modeling/Think Alouds • Direct Instruction • Gradual release of responsibility (I do, we do, you do) • Interactive read-alouds • Mini-lessons/ guided practice • Teacher- student conferencing • Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**

• No penalty for spelling errors or sloppy handwriting
• Reduce words on a page
Modifications
  • No penalty for spelling errors (if assessing writing conventions)
  • Alternate learning goals/objectives
  • Change level of difficulty/complexity
  • Read passages aloud (if working on reading comprehension)
  • Shortening assignment (if altering the complexity/rigor of the assignment)
  • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)
  • Reworded questions/problems in simpler language (changing rigor)
  • Highlighting important words or phrases in reading assignments
  • Modified rubrics
		• No penalty for spelling errors or sloppy handwriting	

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts

Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):
- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):
- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 4: Energy On The Move: Light and Sound/Poetry	Recommended Duration: 8 weeks

Unit Description: Poetry
Poetry is a genre that emphasizes the function of language. Students will learn literary devices such as the use of rhyme, imagery and figurative language to change ordinary words into extraordinary words. Throughout this unit, students will read poems to understand, interpret, appreciate and enjoy the genre of poetry. Students will learn different forms of poetry such as free verse, rhymes, haiku, and odes. Students will learn specific reading skills and strategies that will help them understand the meaning of poems. Additionally, students will learn strategies that strong readers use when reading poetry that will allow them to read unfamiliar text, infer meaning and build a deeper understanding of the messages, moods, images, and feelings that are found in poems.

Essential Questions	Enduring Understandings
Poetry • How can the knowledge of the organization of a poem help me interpret a poems meaning? • How does analyzing literary elements of a poem help me better understand the poem? • Which strategies can I apply to interpret words and phrases that are used in a poem? • How can I synthesize information from a poem to uncover themes and big ideas?	• Poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. • Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message.

Relevant Standards	Learning Goals	Learning Objectives
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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges using key details. **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 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.** RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.5 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. **RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its**	• Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Aloud (3 weeks)** • Students will be able to ask and answer questions about key details in a poem. • Students will be able to describe the overall structure of a poem. • Students will be able to use information from illustrations and the words to demonstrate understanding of the poem. **Mini-Lesson (5 weeks)** • Students will be able to ask and answer questions about key details in an informational text. • Students will be able to recount poems and determine their central message. • Students will be able to describe how words and phrases supply rhythm and meaning in a poem. • Students will be able to identify differences in the points of view of characters in a poem. • Students will be able to use information from illustrations and the words to demonstrate understanding of the poem.	**Interactive Read Aloud (3 weeks)** • Students will be able to identify the text features of poetry. • Students will understand that poems are organized into lines and/or stanzas. • Students will understand that different layouts affect the meaning and the sound of a poem. • Students will be able to use the words in a poem to visualize. • Students will understand that a poet's inspiration helps readers better understand the message of the poem. • Students will be able to make connections with poems to figure out their meaning. • Students will be able to learn strategies to figure out unknown words: approximate the meaning of words by rereading, paying attention to familiar words and using text features. • Students will be able to monitor their understanding and stop reading when the meaning is not clear. • Students will be able to use strategies to help them understand poetry: reread, make a connection and look at illustrations. • Students will be able to analyze the layout and structural elements of a poem in order to compare poems. **Mini-Lesson: (5 weeks)**

characters, setting, or plot.
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1 Demonstrate command of the

- Students will understand that the rhyme scheme of poems helps them figure out unknown words.
- Students will be able to use their background knowledge to figure out new words in context.
- Students will be able to use their schema and contents of a poem to approximate the meaning of unfamiliar words.
- Students will be able to enhance their understanding of a poem by looking at the poem's structure and literary devices used throughout the poem.
- Students will understand that rhythm helps create meaning.
- Students will be able to identify the central idea or message of a poem.
- Students will be able to use the words in a poem to visualize.
- Students will be able to read a collections of poems and determine how the poems are connect thematically.
- Students will understand that importance of rereading and reading a poem aloud.
- Students will be able to respond to a poem using drawings, movements, and/or performances.

conventions of standard English grammar and usage when writing or speaking. **L.2.4** Determine **or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.** **L.2.5** Demonstrate **understanding of figurative language, word relationships and nuances in word meanings.** L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). 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).		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Anecdotal notes during whole group, small group and individual conferences • Student performance checklist • Reading responses within reader's notebooks • Exit Tickets • Stop and Jots • Graphic Organizers • Reading Conferences • Reading Life Survey • Reading Goals tracking sheet • Graphic organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)	• Common Summative Assessments • Open-Ended Responses to Literature • Benchmark Assessments	•	• Reading responses held within a readers notebook • Stop and jots • Reading Goal Tracking Sheets

Possible Assessment Modifications /Accommodations			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
<u>**Accommodations**</u> • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects	• Vary test formats • Increased rigor of assessments

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• Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment	• Read test passages aloud (for comprehension assessment)	• Chunk long-term assignments • Clarify test directions, read test questions • Order test items from least complex to most complex	

Instructional Strategies

- Graphic Organizers for the writing process
- Graphic Organizers for reading comprehension
- Stop and Think during interactive read alouds
- Scaffolding
- Modeling/Think Alouds
- Direct Instruction
- Gradual release of responsibility (I do, we do, you do)
- Interactive read-alouds
- Mini-lessons/ guided practice
- Teacher- student conferencing
- Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
<u>**Accommodations**</u> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

• No penalty for spelling errors or sloppy handwriting • Reduce words on a page **Modifications** • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics		• No penalty for spelling errors or sloppy handwriting	

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