

Califon Public School
Curriculum

Subject: Writing	Grade: 2nd	Unit #: 1	Pacing: 4 weeks
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Unit Title: Launching Writer's Workshop with Small Moments (Personal Narratives)**OVERVIEW OF UNIT:**

This unit is designed as an introduction to second grade writing workshop. Students will learn procedures for participating in their new classroom community, writing independently, and working with partners. Students will become familiar with the routines and expectations of each classroom as well as engage in writing to build stamina and independence. Students will demonstrate their writing stamina and proficiency through their narrative writing. Students will continue with their small moment stories by brainstorming topics choices, planning/rehearsing their stories, sketching, and writing with emphasis on editing and revising too. Second graders will continue the repertoire work that they began in September with Small Moment writing but now carry this work forward by studying the craft of an author(s) and incorporate these craft moves into their own writing, using them to craft stories that readers are eager to read. Their stories should recount a well-elaborated event, including details, thoughts, actions, feelings, and providing a sense of closure.

Big Ideas

- Writers have routines and procedures to follow in a workshop setting and with their writing partnerships
- Build their writing stamina and proficiency
- Develop small moment narratives and strengthen narrative writing by building upon their repertoire of strategies
- Students notice the craftsmanship of one author and then apply that craft to their own word
- Students produce a well-developed piece of writing to develop high-level skills in narrative writing
- Writers need to edit their writing for capitalization, punctuation, and
- Writers have various planning strategies for drafting their small moment writing.

Essential Questions

- What is Writer's Workshop?
- What are habits that good writers use when writing personal narratives?
- What are the routines, procedures, and expectations of writing workshop and working with our partnerships?
- How do writers rehearse and draft lots of stories under the influence of one mentor author?
- How do writers take the strategies of one mentor author and try their craft in their own writing?
- What are some powerful revision techniques writers use to revise?

Objectives

- Students will be able to write with a beginning, middle, and end.

- Students will be able to write in a small moment.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

- Razkids
- Headsprout

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Key Vocabulary

Graphic organizers, drafts, revisions, conferring notes, self-editing, rubrics, published pieces, sharing of personal narrative, rubrics/student checklists, digital portfolio, Seesaw

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

- Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPhones and iPad to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

- The learner will read a personal narrative from Ruby Bridges and write a paragraph describing the injustices that she had to endure growing up. (AS)

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

21st Century Life Skills Standards**Activities:**

- The learner will be able to explain how writing strategies and the writing process help authors during writing.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
- Students will publish their writing pieces using Google and showcase them on Seesaw.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events.

	D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.2.1.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.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.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

	F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VI.2.3.A-C	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.WF.2.1.A-B	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2.A-D	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's).

	B. Regular two- and three-syllable words that: - Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). - Are compounds comprising familiar parts (houseboat; yellowtail). - Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: - consonant doubling (penning, slimmed). - dropping silent-e (smiled, paving). D. Most often used words in English: - Irregular words (against, many, enough, does). - Pattern-based words (which, kind, have).
L.WF.2.3.A-G	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. - With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. - Capitalize holidays, product names and geographic names. - Supply adjectives in noun phrases to make them more precise or engaging. - Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. - Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. - Use an apostrophe to form contractions and frequently occurring possessives. - With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Differentiation	
Students with 504 plans	
	• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Provide modifications & accommodations per individual student's 504 plan
Special Education	
	• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks

- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Leveled grouping that addresses the deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)
- Leveled and specific centers to address the student's need
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditorily
- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 2nd	Unit #: 2	Pacing: 4 weeks
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Unit Title: Realistic Fiction

OVERVIEW OF UNIT:

This is another narrative writing unit. Students should be drawing on all they have learned about narrative writing to develop and craft well-elaborated short stories. The Common Core State Standards call for second graders to write sequenced narratives, while providing a sense of closure, so you will want to help your writers think about the language and structure of their stories. Throughout the unit, students will be writing many stories. Teaching students to properly plan a story will be a focal point of the unit. In this unit, you will also want to focus on writing volume. You can support students to write longer stories by focusing more of story planning and less on story drawing (in the planning phase).

Big Ideas

- The ability to understand human relationships.
- To empathize with characters engaged in resolving problems.
- Understand problems and issues that might be encountered in their own lives.
- What is fiction
- Where do writers get ideas for realistic fiction?

Essential Questions

- How do writers draw on everything they know to write fiction stories?
- Can fiction reveal the truth?
- How do I know what the character is thinking and why the character acts the way he/she does?
- Why is planning writing important to success?
- How do I distinguish fiction from nonfiction?
- Why is it important to know the difference?
- How do we identify the theme in a piece of writing?

Objectives

- Students will be able to distinguish between fiction and nonfiction writing.
- Students will be able to write descriptively and know the importance of descriptive writing.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
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Benchmark:

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- Teacher Observation

Summative Assessment:

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- Projects
- Published Pieces

Alternative:

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- Headsprout

Key Vocabulary

Narrative, Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead,

Resources & Materials

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Interdisciplinary Integration

Activities:

- The learner will write a realistic fiction piece depicting an injustice with their main character.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
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6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

21st Century Life Skills Standards

Activities:

- The learner will share ways in which their community and school differ from how a community and school functioned during segregation.

Standard	Student Learning Objectives
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Careers	
Activities: - Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. - Students will publish their writing pieces using Google and showcase them on Seesaw.	
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W.WP.2.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives.

	D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
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L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.WF.2.1.A-B	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2.A-D	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving).

	D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
L.WF.2.3.A-G	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Leveled grouping that addresses the deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) • Leveled and specific centers to address the student's need • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers	

- When possible, provide text auditorily
- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 2nd	Unit #: 3	Pacing: 8 weeks
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Unit Title: Informational Writing

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will explore different content in Social Studies and Science, and begin to write a topic sentence with supporting details. The students will research real-world events and teach others about their newly acquired expertise.

Big Ideas

- Writers gather information about their topic in a variety of ways.
- They need strategies to revise for elaboration
- It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.
- Understanding of a text's features, structures, and characteristics facilitates the reader's ability to make meaning of the text.

Essential Questions

- What are ways to present all that I know about a topic?
- How do I become an expert in my area of study?
- What kinds of writing can be included in my presentation on one topic?
- How does the process shape the writer's product?
- How do writers develop a well-written product?
- How does a writer choose a particular form of writing?
- How does a writer form a main idea with supporting details?

Objectives

- Students will be able to form a main idea with 3 supporting details.
- Students will be able to present on one topic.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

- Razkids

Summative Assessment:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Spelling Assessment • Projects • Published Pieces | <ul style="list-style-type: none"> • Headsprout |
|---|--|

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

- Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPhones and iPad to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

- The learner will write an informational paragraph comparing their way of life to how the Native American tribes governed, their customs, and way of life with supporting details.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

21st Century Life Skills Standards

Activities:

- The learner will compare the Native Americans' way of school, home, and community to their own.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers	
Activities: The learner will reflect on the different Native American tribes by communicating thoughts and ideas whether using written, verbal, and/or visual methods.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion.
W.WP.2.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
SL.2.1.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.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.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).

	E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.WF.2.1.A-B	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2.A-D	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does).

	ii. Pattern-based words (which, kind, have).
L.WF.2.3.A-G	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Differentiation	
Students with 504 plans	
	• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Provide modifications & accommodations per individual student's 504 plan
Special Education	
	• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)	
	• Leveled grouping that addresses the deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) • Leveled and specific centers to address the student's need • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers • When possible, provide text auditorily • Tiered interventions following the RTI framework

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 2nd	Unit #: 4	Pacing: 8 weeks
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Unit Title: Research Writing

OVERVIEW OF UNIT:

This unit is designed to have students conduct basic research concepts. Students will explore different content in Social Studies and Science, and begin to write a topic sentence with supporting details. The students will research real-world events and teach others about their newly acquired expertise.

Big Ideas

- Writers gather information about their topic in a variety of ways.
- They need strategies to conduct research
- It is important in research writing to also use mentor texts to emulate an author's ideas or approach.
- Understanding of a text's features, structures, and characteristics facilitates the reader's ability to make meaning of the text.

Essential Questions

- What are ways to present all that I know about a topic?
- How do I become an expert in my area of study?
- What kinds of writing can be included in my presentation on one topic?
- How does the process shape the writer's product?
- How do writers develop a well-written product?
- How does a writer choose a particular form of writing?

Objectives

- Students will be able to research and present information on a given topic.
- Students will be able to write an informational paragraph that contains a topic sentence with at least 3 supporting details.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Summative Assessment:

- Spelling Assessment

Alternative:

- Razkids
- Headsprout

- Projects
- Published Pieces

Key Vocabulary

Graphic organizers, drafts, revisions, conferring notes, self editing, rubrics, published pieces, sharing of informational writing, rubrics/student checklists, digital portfolio, Seesaw

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

- Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPhones and iPad to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

- The learner will create an informational book that contains informational writings on the Washington Monument, the Lincoln Monument, and Mount Rushmore.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.

21st Century Life Skills Standards

Activities:

- The learner will be able to explain how writing strategies and the writing process help authors during writing.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
- Students will publish their writing pieces using Google and showcase them on Seesaw.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.RW.27	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.2.1.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

	B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.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.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.

L.VI.2.3.A-C	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.WF.2.1.A-B	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2.A-D	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
L.WF.2.3.A-G	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging.

	D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
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Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Leveled grouping that addresses the deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) • Leveled and specific centers to address the student's need • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers • When possible, provide text auditorily • Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software	

- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 2nd	Unit #: 5	Pacing: 6 weeks
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Unit Title: Persuasive Writing

OVERVIEW OF UNIT:

This unit is designed to have students to write for the purpose of sharing their opinion and providing supportive reasons for their ideas. Students will be writing to persuade, or to argue their opinion on a real life issue of pollution.

Big Ideas

- Writers gather information about their topic in a variety of ways.
- There are issues in our lives that we have opinions about
- There are many ways to persuade our audience

Essential Questions

- How do writers create a thesis statement?
- How do writers share their ideas with others?
- How do writers support their opinion with research?
- How do writers develop reasons to support their thesis statement?

Objectives

- Students will be able to identify the key components of an opinion writing piece.
- Students will be able to compose an opinion piece that contains a hook, topic sentence, supporting details, and a closure.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion**Teacher Technology:**

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

- Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPhones and iPad to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration**Activities:**

- The learner will research and explore pollution and write a persuasive writing piece on why people should not pollute.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

21st Century Life Skills Standards

Activities:

- The learner will be able to explain how writing strategies and the writing process help authors during writing.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
- Students will publish their writing pieces using Google and showcase them on Seesaw.

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

Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
Standard #	Standard Description
W.AW.2.1.	With prompts and support, write opinion pieces to present an idea with reasons and information A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion.
W.WP.2.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
W.WR.2.5.	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
SL.2.1.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.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.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VI.2.3.A-C	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

	C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.WF.2.1.A-B	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2.A-D	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).
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Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
• Leveled grouping that addresses the deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) • Leveled and specific centers to address the student's need • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers • When possible, provide text auditorily • Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
Enrichment
• Book Club will begin for this cluster of students

- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 2nd	Unit #: 6	Pacing: 4 weeks
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Unit Title: Memoirs

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will read multiple passages about famous Americans and compile all the information learned into an informational paragraph that contains a hook, a topic sentence with supporting details from the text, and a sense of closure.

Big Ideas

- Writers gather information about their topic in a variety of ways.
- They need strategies to revise for elaboration
- It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.
- Understanding of a text's features, structures, and characteristics facilitates the reader's ability to make meaning of the text.

Essential Questions

- What are ways to present all that I know about a topic?
- What kinds of writing can be included in my presentation on one topic?
- How does the process shape the writer's product?
- How do writers develop a well-written product?
- How does a writer form a main idea with supporting details?

Objectives

- Students will be able to form a main idea with supporting details.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Topic sentence, supporting details, evidence-based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell
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Resources & Materials

- | |
|---|
| <ul style="list-style-type: none"> ● Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop) ● Small Moments: Personal Narrative Writing by Lucy Calkins ● The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003) ● The Art of Teaching Writing by Lucy M. Calkins ● Mentor Texts |
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Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

- Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPhones and iPad to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on Thomas Edison and gather information on the importance of his life and contributions to the United States of America.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

21st Century Life Skills Standards

Activities:

- The learner will be able to explain how writing strategies and the writing process help authors during writing.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers	
Activities: - Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. - Students will publish their writing pieces using Google and showcase them on Seesaw.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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

SL.2.1.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.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.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VI.2.3.A-C	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.WF.2.1.A-B	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2 A-D	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). D. Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have).

L.WF.2.3.A-G	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
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Differentiation	
Students with 504 plans	
	• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Provide modifications & accommodations per individual student's 504 plan
Special Education	
	• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)	
	• Leveled grouping that addresses the deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) • Leveled and specific centers to address the student's need • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers • When possible, provide text auditorily • Tiered interventions following the RTI framework

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 2nd	Unit #: 7	Pacing: 4 weeks
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Unit Title: Poetry

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies for poetry. In this unit, students will explore how to present their voice through different styles of poetry.

Big Ideas

- How do writers share their ideas with others
- There are issues in our lives that we have opinions about
- There are many ways to persuade our audience

Essential Questions

- What is poetry?
- Where do poets get their ideas?
- How do poets use imagery, figurative language, and sensory details to develop their writing and engage the reader?

Objectives

- Students will be able to express their voice through the use of poetry.
- Students will use imagery, figurative language, and sensory details to develop their writing and engage the reader.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Poetry, verse, line, syllable

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

- Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPhones and iPad to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

- The learner will read the importance of sunlight and water to plants and create a poem depicting the importance.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow

21st Century Life Skills Standards

Activities:

- The learner will be able to explain how writing strategies and the writing process help authors during writing.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
- Students will publish their writing pieces using Google and showcase them on Seesaw.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

and communicate effectively.	organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
Standard #	Standard Description
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons and information A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion.
W.WP.2.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LKL.2.1. A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.VI.2.3.A -C	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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

.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.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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