

**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 1	Pacing: 4 weeks
Unit Title: Launching Reader’s Workshop			

OVERVIEW OF UNIT:

This unit is designed as an introduction to second grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts using post-its, as well as staying focused and building stamina. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling. The students will be giving the Words Their Way primary spelling inventory.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ➤ Establish routines, procedures, and expectations for reading time in second grade ➤ Identify strategies for staying focused and building stamina ➤ Identify ways to read and talk about books with partners ➤ Retelling and Monitoring for Sense ➤ Readers are always thinking- before, during, and after the book. ➤ Readers make decisions on how they want their reading life to go. 	<ul style="list-style-type: none"> ➤ How do readers make decisions based on habits, volume, and stamina? ➤ How do readers think about before, during, and after reading? ➤ What can partners talk about to grow ideas about their reading? ➤ How do readers become independent problem solvers? ➤ How can I get ready to share books I’m reading with my partner, retelling the important parts or parts that stood out to me and talking about what I’ve learned?

Objectives
<ul style="list-style-type: none">● Students will be able to think before, during, and after reading.● Students will be able to think while they read and discuss reading experiences with reading partners.
Assessment
Formative Assessment: <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT Alternative: <ul style="list-style-type: none">● Razkids, Headsprout
Key Vocabulary
Characters, Setting, Stop and Jot, stamina, Problem, Solution
Resources & Materials
Reading With Meaning by Debbie Miller The Art of Teaching Reading by Lucy M. Calkins Fountas and Pinnel Words Their Way Words Their Way Spelling Inventory
Above-Level Novels:

- Magic Tree House Series

On-Level Novels:

- Henry and Mudge Series

Below-Level Novels:

- Phonics Books

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will be able to describe the importance of treating everyone fairly by reading the story “The Other Side”. (AS, HC)

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 Education 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
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

21st Century Life Skills

Activities:

- The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities:	
<ul style="list-style-type: none"> • Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. • Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.1	Ask and answer such questions as <i>who, what, where, why, when,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read on-level text with purpose and understanding.
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding.
L.2.4e	Use glossaries and beginning dictionaries to determine or clarify the meanings of words and phrases.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.6	Acknowledge differences in the points of view of characters.
SL.2.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment

<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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Version Update: July 2022

		Interventional Central - http://www.interventioncentral.org/	
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**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 2	Pacing: 4 weeks
Unit Title: Learning all about Characters (Personal Narrative)			

OVERVIEW OF UNIT:

This unit is designed for students to pay close attention to characters as they read. Students will think closely about the characters in their books and the kinds of things they want and the kinds of troubles they have. They will make predictions about their characters based on the behaviors the characters exhibit, discuss their actions and how these relate to their character traits, and talk about the overall journey their characters take by retelling the story. Students can do this by reading a few pages and then stop to think about how the pages they've just read go together. Teach students to retell as they read. Students will also think more closely about characters' traits and feelings. Students will look closely at characters' feelings by tracking the characters' changing emotions. This unit will also help readers to understand we don't just learn about our characters—that in fact authors often write about characters to help us learn about the world and even ourselves. This will lead good readers making connections while reading.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">➤ Strategies readers do to get to know their characters➤ Grow ideas and theories about characters wants and troubles➤ Think more closely about characters' traits and feelings➤ Readers begin to retell as they read, not just after the book➤ We can get to know the characters wants and troubles by	<ul style="list-style-type: none">➤ How do readers think about character traits and their feelings?➤ How do readers find deeper meanings in our books?➤ How do readers get to know their characters wants and troubles?➤ How do readers get to know their characters wants and troubles

<p>tracking them through our books.</p> <ul style="list-style-type: none">➤ Characters have feelings in the beginning, middle and end of any book.➤ Readers can talk to their partners to find deeper meaning in their books.➤ Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life.	
Objectives	
<ul style="list-style-type: none">● Students will be able to explore how characters evolve throughout the course of any given story.● Students will be able to apply strategies taught to get to know their characters.	
Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation <p>Summative Assessment:</p> <ul style="list-style-type: none">● Spelling Assessment● Projects <p>Benchmark:</p> <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT	

Alternative:

- Razkids, Headsprout

Key Vocabulary

Characters, Setting, Stop and Jot, stamina, Text to self, text to text, text to world, character traits

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Tree House Series

On-Level Novels:

- Henry and Mudge

Below-Level Novels:

- Phonics Books

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will read a historical fiction story about Ruby Bridges’ life and create a character trait’s chart depicting who was. (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 Education 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
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
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21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process. 	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.1	Ask and answer such questions as <i>who, what, Where, why, when, and how</i> to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RL.2.3	Describe how characters in a story respond to major events and challenges.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding.
L.2.4e	Use glossaries and beginning dictionaries to determine or clarify the meanings of words and phrases.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.6	Acknowledge differences in the points of view of characters.
SL.2.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks	Provide text-to-speech Use of 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	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p>

<p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>		<p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 3	Pacing: 3 weeks
Unit Title: Informational Reading			

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies of nonfiction reading. The learner will also explore and learn all about the nonfiction text characters.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">➤ Strategies for reading to learn➤ Strategies for accumulating information➤ Strategies for dealing with nonfiction difficulty➤ There are many ways readers read nonfiction to become smarter about our world.➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners➤ There are ways readers read books across a topic to understand their subject or compare and contrast.	<ul style="list-style-type: none">➤ How do nonfiction readers read to become smarter about our World?➤ How do nonfiction readers accumulate information by seeing more than just the text on the page?➤ How do nonfiction readers tackle tricky words in their books?➔ How do nonfiction readers read more than one book about a topic to compare and contrast?
Objectives	

- Students will be able to accumulate information while reading nonfiction text.
- Students will be able to compare and contrast any topic through the use of multiple books.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Characters, Setting, Stop and Jot, stamina, nonfiction text features, subtitles, index, table of contents

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

<ul style="list-style-type: none"> ● Magic Tree House Series <p>On-Level Novels:</p> <ul style="list-style-type: none"> ● The Great Machine <p>Below-Level Novels:</p> <ul style="list-style-type: none"> ● Henry and Mudge
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Technology Infusion	
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Smart Board ● Google Classroom <p>Student Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● Seesaw ● iPhones and iPad <p>Activities:</p> <ul style="list-style-type: none"> ● 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration
Activities:

- The learner will read historical fiction stories about segregation and be able to identify the moral or theme in each story and apply it to their life.. (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 Education 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
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

21st Century Life Skills

Activities:

- The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection.

<ul style="list-style-type: none"> Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RI.2.1	Ask and answer such questions as who, what, Where, why, when, and how to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.1 0	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.

<u>SL.2.4</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student’s IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered</p>

		<p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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Califon Public School
English Language Arts Curriculum



Subject: Reading	Grade: 2	Unit #: 4	Pacing: 5 weeks
Unit Title: Informational Reading			

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies of nonfiction reading while exploring Native American tribes within the regions of the United States. The learner will conduct close readings while learning how the tribes adapted to the region where they settled in.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">➤ Strategies for reading to learn➤ Strategies for accumulating information➤ Strategies for dealing with nonfiction difficulty➤ There are many ways readers read nonfiction to become smarter about our world.➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners➤ There are ways readers read books across a topic to understand their subject or compare and contrast.	<p>How do nonfiction readers read to become smarter about our world?</p> <ul style="list-style-type: none">● How do nonfiction readers accumulate information by seeing more than just the text on the page?● How do nonfiction readers tackle tricky words in their books?● How do nonfiction readers read more than one book about a topic to compare and contrast?

Objectives
<ul style="list-style-type: none">● Students will be able accumulate information by seeing more than just the text on the page.● Students will be able to tackle tricky words in their books
Assessment
Formative Assessment: <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT Alternative: <ul style="list-style-type: none">● Razkids, Headsprout
Key Vocabulary
Indigenous, nomads, food source, Text to self, text to text, text to world
Resources & Materials
Reading With Meaning by Debbie Miller The Art of Teaching Reading by Lucy M. Calkins Fountas and Pinnel Words Their Way Words Their Way Spelling Inventory
Above-Level Novels:

<ul style="list-style-type: none">● I Survive Series On-Level Novels: <ul style="list-style-type: none">● Magic Tree House Series Below-Level Novels: <ul style="list-style-type: none">● Henry and Mudge

Technology Infusion

Teacher Technology: <ul style="list-style-type: none">● Smart Board● Google Classroom Student Technology: <ul style="list-style-type: none">● Chromebooks● Seesaw● iPhones and iPad Activities: <ul style="list-style-type: none">● 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities: <ul style="list-style-type: none">● The learner will compare and contrast Native American tribes and how each tribe governed, their customs, and way of life and compare each tribe to how we govern and our way of life.
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Resources:	
<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

21st Century Life Skills
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Activities:	
<ul style="list-style-type: none"> ● The learner will compare the Native Americans way of school, home, community to their own. 	

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

Careers

Activities:	
<ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	

Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RI.2.1	Ask and answer such questions as who, what, Where, why, when, and how to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.1 0	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cces/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-i</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p>

Version Update: July 2022

		<p>ntervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 5	Pacing: 4 weeks
Unit Title: Informational Reading (Research) American Symbols			

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies for researching nonfiction reading. This unit will explore famous Americans and American symbols.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">➤ Strategies for reading to learn➤ Strategies for accumulating information➤ Strategies for dealing with nonfiction difficulty➤ Strategies for taking notes➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners➤ There are ways readers read books across a topic to understand their subject or compare and contrast.	<ul style="list-style-type: none">➤ How do nonfiction readers read to become smarter about our world?➤ How do nonfiction readers accumulate information by seeing more than just the text on the page?➤ How do nonfiction readers tackle tricky words in their books?➤ How do nonfiction readers read more than one book about a topic to compare and contrast?
Objectives	
<ul style="list-style-type: none">● Students will be able to compare and contrast a topic by reading more than one book.	

- Students will be able to accumulate information by seeing more than just the text on the page.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Characters, Setting, Stop and Jot, stamina, facts, opinion, summarize, evidence-based terms

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- I Survive Series

On-Level Novels:

- Magic Tree House Series

Below-Level Novels:

- Henry and Mudge

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on the Washington Monument, the Lincoln Monument, and Mount Rushmore and gather information on the history of each iconic American Symbol.

Resources:

<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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/
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Standard	Standard Description
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

21st Century Life Skills
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<p>Activities:</p> <ul style="list-style-type: none"> ● The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

<p>Activities:</p> <ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings.
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Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RI.2.1	Ask and answer such questions as who, what, Where, why, when, and how to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<u>RI.2.2</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>RI.2.3</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>RI.2.4</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>RI.2.5</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>RI.2.6</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>RI.2.7</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>RI.2.9</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>RI.2.1</u> 0	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>.SL.2.</u> 2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>SL.2.3</u>	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.
<u>SL.2.5</u>	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.
<u>SL.2.4</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-in</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p>

Version Update: July 2022

		intervention/effective-rti-strategies-for-teachers/ Interventional Central - http://www.interventioncentral.org/	NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 6	Pacing: 6 weeks
Unit Title: Nonfiction Science Reading			

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies of nonfiction reading while researching real-life problems. The students will read and research all the different forms of pollution and the effects that it has on our world. The students will also explore the effects of recycling on the world.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ➤ Strategies for reading to learn ➤ Strategies for accumulating information ➤ Strategies for dealing with nonfiction difficulty ➤ There are many ways readers read nonfiction to become smarter about our world. ➤ Readers read deeply about a topic to build up a base of knowledge. ➤ Engage in shared research ➤ Read to learn about a scientific topic 	<ul style="list-style-type: none"> ➤ How do nonfiction readers read to become smarter about our world? ● How do Science readers compare and contrast different text on the same topic? ● How do readers build up a base knowledge on a topic? ● What questions do readers ask to learn?
Objectives	
<ul style="list-style-type: none"> ● Students will be able to compare and contrast different texts on the same topic. 	

- Students will be able to build a knowledge on a topic while reading multiple books.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Pollution, recycling, air pollution, o-zone layer, greenhouse effect, water pollution, habitat, acid rain, Stop and Jot, stamina, Text to self, text to text, text to world, character traits

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- I Survive Series

On-Level Novels:

- Magic Tree House

Below-Level Novels:

- Henry and Mudge

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will research the slow and quick changes to the Earth due to human pollution.

Resources:

<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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/
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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

<p>Activities:</p> <ul style="list-style-type: none"> ● The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

<p>Activities:</p> <ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings.
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Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RI.2.1	Ask and answer such questions as who, what, Where, why, when, and how to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<u>RI.2.2</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>RI.2.3</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>RI.2.4</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>RI.2.5</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>RI.2.6</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>RI.2.7</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>RI.2.9</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>RI.2.1</u> 0	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>.SL.2.</u> 2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>SL.2.3</u>	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.
<u>SL.2.5</u>	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.
<u>SL.2.4</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-int</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p>

Version Update: July 2022

		<p>ervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 7	Pacing: 10 weeks
Unit Title: Biography/Informational Reading-Memoirs			

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies for nonfiction reading. This unit will explore famous inventors and how each invention evolved over time and the impacts they had on society.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Strategies for reading to learn ● Strategies for accumulating information ● Strategies for dealing with nonfiction difficulty ● Strategies for taking notes ● Readers talk about a scientific topic-asking questions, developing hypotheses, devising possible experiments to test these hypotheses ● Read to learn about a scientific topic 	<ul style="list-style-type: none"> ● How do nonfiction readers read to become smarter about our world? ● What questions do readers ask to learn? ● How has inventors and their inventions impacted the world we live in? ● How has inventions evolved throughout the years? ● How would the world be without certain inventions?
Objectives	
<ul style="list-style-type: none"> ● Students will be able to tread to become smarter about our world. ● Students will be able to explore how inventions evolve throughout the years. 	
Assessment	
Formative Assessment:	

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Nonfiction, subtitles, bold words, pollution, inventors, invention

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- I Survive Series

On-Level Novels:

- The Magic Treehouse Series

Below-Level Novels:

- Henry and Mudge

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on Ben Franklin 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/>

<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> ● The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process. 	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RI.2.1	Ask and answer such questions as who, what, Where, why, when, and how to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.1 0	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p>

Version Update: July 2022

		tervention/effective-rti-strategies-for-teachers/ Interventional Central - http://www.interventioncentral.org/	NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: Reading	Grade: 2	Unit #: 8	Pacing: 4 weeks
Unit Title: Poetry			

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies for poetry. In this unit, students will use their own voices, inflection and gestures to bring out that intent and will also work to read with a smooth, steady, confident voice. They'll do this both on their own and with a partner. Students will also explore the meaning of text and messages that authors try to convey, even when not stated.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">● Reading with Voice and Meaning● Tackling New Vocabulary and Tricky Words with Greater Resolve● Understanding the Many Reasons to Reread● Tackling unknown words● Author's purpose● Readers read with voice and meaning● Readers understand the effectiveness to reread their text	<ul style="list-style-type: none">● How can I use my voice to read poetry so that they sound the way an author intended them to be?● How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these?● How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?
Objectives	
<ul style="list-style-type: none">● Students will be able to reread books to understand all the many reasons to get the most out of my books a second, third, and even fourth time reading them.	

- Students will be able to read to understand tricky vocabulary words.
- Students will be able to infuse their voice while reading poetry.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Author's purpose, theme, moral, message, context clues

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- Judy Blume

On-Level Novels:

- The Magic Treehouse Series

Below-Level Novels:

- Henry and Mudge

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

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

Resources:

<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> ● The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process. 	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
<u>SL.2.2</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>SL.2.3</u>	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.
<u>SL.2.5</u>	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.
<u>SL.2.4</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5.	. Demonstrate understanding of figurative language, word relationships and nuances in word meanings
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
Provide modifications & accommodations as listed in the student’s IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks Use graphic organizers Use collaborative grouping strategies such as small groups	Provide text-to-speech Use of 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	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p>

<p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>		<p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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Califon Public School
English Language Arts Curriculum



Subject: Reading	Grade: 2	Unit #: 9	Pacing: 20 weeks
Unit Title: Fiction Book Clubs			

OVERVIEW OF UNIT:

This unit is designed for the students to work together, independently on fiction topics. The students will conduct conversations surrounding each book read together.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">➤ Strategies readers do to get to know their characters➤ Grow ideas and theories about characters wants and troubles➤ Think more closely about characters’ traits and feelings➤ Readers begin to retell as they read, not just after the book➤ We can get to know the characters wants and troubles by tracking them through our books.➤ Characters have feelings in the beginning, middle and end of any book.➤ Readers can talk to their partners to find deeper meaning	<ul style="list-style-type: none">➤ How do readers think about character traits and their feelings?➤ How do readers find deeper meanings in our books?➤ How do readers get to know their characters' wants and troubles?➤ How do readers get to know their characters wants and troubles?

<p>in their books.</p> <p>➤ Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life.</p>	
Objectives	
<ul style="list-style-type: none">● Students will be able to think about character traits and their feelings with their bookclub.● Students will be able to explore how characters evolve throughout the course of any given story.	
Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation <p>Summative Assessment:</p> <ul style="list-style-type: none">● Spelling Assessment● Projects <p>Benchmark:</p> <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT <p>Alternative:</p> <ul style="list-style-type: none">● Razkids, Headsprout	
Key Vocabulary	
Author’s purpose, theme, moral, message, context clues	

Resources & Materials
Reading With Meaning by Debbie Miller The Art of Teaching Reading by Lucy M. Calkins Fountas and Pinnel Words Their Way Words Their Way Spelling Inventory Above-Level Novels: <ul style="list-style-type: none">● Judy Blume On-Level Novels: <ul style="list-style-type: none">● The Magic Treehouse Series Below-Level Novels: <ul style="list-style-type: none">● Henry and Mudge

Technology Infusion	
Teacher Technology: <ul style="list-style-type: none">● Smart Board● Google Classroom	
Student Technology: <ul style="list-style-type: none">● Chromebooks● Seesaw● iPhones and iPad	
Activities: <ul style="list-style-type: none">● 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will read a historical fiction story about segregation and discuss the negative effects with their book club members. (AS, HC)

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 Education 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
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

21st Century Life Skills
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Activities:

- The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process.

Standard	Standard Description
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9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Careers	
Activities: <ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.1	Ask and answer such questions as <i>who, what, where, why, when,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding.
L.2.4e	Use glossaries and beginning dictionaries to determine or clarify the meanings of words and phrases.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.6	Acknowledge differences in the points of view of characters.

SL.2.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered</p>

		<p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Reading	Grade: 2	Unit #: 10	Pacing: 16 weeks
Unit Title: Non-fiction Book Clubs			

OVERVIEW OF UNIT:

This unit is designed for the students to work together, independently on real-life topics. The students will conduct conversation surrounding each book and create an informational book on each topic studied. .

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Strategies for accumulating information ● There are many ways that readers come prepared to talk in their nonfiction reading clubs ● There are many ways nonfiction readers grow their own ideas about a topic after reading it. ● There are many ways nonfiction readers compare and contrast information about topics learned. 	<ul style="list-style-type: none"> ● How do nonfiction readers become stronger thinkers with their clubs? ● How do readers have their own ideas about a topic and not just what a text has taught us? ● How do nonfiction clubs compare and contrast information about their topics?
Objectives	
<ul style="list-style-type: none"> ● Students will be able to become stronger thinkers with their clubs. ● Students will be able to compare and contrast information about their topics with their nonfiction book clubs. 	
Assessment	
Formative Assessment:	

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Characters, Setting, Stop and Jot, stamina, Text to self, text to text, text to world, character traits

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- Judy Blume

On-Level Novels:

- The Magic Treehouse Series

Below-Level Novels:

- Henry and Mudge

Technology Infusion

Teacher Technology:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- The learner will read about the life cycle of certain insects and animals and create a google slide presentation.

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>

<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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
1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> ● The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process. 	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> ● Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. ● Students will create iMovies depicting reading concepts taught through the use of leveled readings. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description

RI.2.1	Ask and answer such questions as who, what, Where, why, when, and how to demonstrate understanding of key details in a text.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4 a	Read on-level text with purpose and understanding.
RF.2.4 b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<u>RI.2.2</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>RI.2.3</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>RI.2.4</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>RI.2.5</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>RI.2.9</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>RI.2.1</u> 0	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>.SL.2.</u> 2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>SL.2.3</u>	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.
<u>SL.2.5</u>	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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
Provide modifications & accommodations as listed in the student's IEP	Provide text-to-speech	Leveled grouping that addresses deficiency	Book Club will begin for this cluster of students

<p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>(Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Writing	Grade: 2	Unit #: 1	Pacing: 4 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">➤ Writers have routines and procedures to follow in a workshop setting and with their writing partnerships➤ Build their writing stamina and proficiency	<ul style="list-style-type: none">➤ 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?

<ul style="list-style-type: none">➤ Develop small moment narratives and strengthen narrative writing by building upon their repertoire of strategies➤ Students notice 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 our small moment writing.	<ul style="list-style-type: none">➤ 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	
<ul style="list-style-type: none">● Students will be able to write with a beginning, middle, and end.● Students will be able to write in a small moment.	
Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation <p>Summative Assessment:</p> <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces <p>Benchmark:</p> <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT	

<p>Alternative:</p> <ul style="list-style-type: none"> ● Razkids, Headsprout
<p>Key Vocabulary</p>
<p>Graphic organizers, drafts, revisions, conferring notes, self editing, rubrics, published pieces, sharing of personal narrative, rubrics/student checklists, digital portfolio, Seesaw</p>
<p>Resources& Materials</p>
<p>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</p>

Technology Infusion	
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Smart Board ● Google Classroom <p>Student Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● Seesaw ● iPhones and iPad <p>Activities:</p> <ul style="list-style-type: none"> ● 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

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 Education 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
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

21st Century Life Skills

Activities:

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

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities:	
<ul style="list-style-type: none"> ● 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. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.
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. <ol style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Compare formal and informal uses of English.
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.6.	<p>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>).</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-inter</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p>

Version Update: July 2022

		vention/effective-rti-strategies-for-teachers/ Interventional Central - http://www.interventioncentral.org/	NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: Writing	Grade: 2	Unit #: 2	Pacing: 4 weeks
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).

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">● 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?	<ul style="list-style-type: none">● Writers draw on everything they know to write fiction stories?● Can fiction reveal truth?● How do I know what the character is thinking and why the character acts the way he/she does?● Planning writing is 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
<ul style="list-style-type: none">● Students will be able distinguish between fiction and nonfiction writing.● Students will be able to write descriptively and know the importance of descriptive writing.
Assessment
Formative Assessment: <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT Alternative: <ul style="list-style-type: none">● Razkids, Headsprout
Key Vocabulary
Narrative, 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:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

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>

<ul style="list-style-type: none"> • STEM Works - http://stem-works.com/activities • <u>What Every Education Should Know About Using Google</u> 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
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> • The learner will share ways in how their community and school differs from how a community and school functioned during segregation. 	
Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

Careers	
Activities: <ul style="list-style-type: none"> • 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. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

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

W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.
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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters.

	<p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
L.2.6.	<p>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>).</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p>

<p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Writing	Grade: 2	Unit #: 3	Pacing: 8 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ➤ Writers gather information about their topic through 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 facilitate the reader’s ability to make meaning of the text. 	<ul style="list-style-type: none"> ● 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	
<ul style="list-style-type: none"> ● 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

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

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:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

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>

<ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> 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
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> • The learner will compare the Native Americans way of school, home, community to their own. 	
Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

Careers	
Activities: <ul style="list-style-type: none"> • The learner will reflect on the different Native American tribes by communicating thoughts and ideas whether using written, verbal, and/or visual methods. 	
Standard	Standard Description
CRP4.	Communicate clearly and effectively and with reason.

Standards	
Standard #	Standard Description
W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

<p>W.2.6. W. 2.8</p>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SL.2.1.</p>	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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.
<p>SL.2.2</p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>SL.2.3.</p>	<p>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.</p>
<p>SL.2.4</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>SL.2.5</p>	<p>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>SL.2.6</p>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
<p>L.2.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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>).
<p>L.2.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.

	<p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
L.2.6.	<p>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>).</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student’s IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students -</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p>

<p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



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

OVERVIEW OF UNIT:

Students will learn Research Writing.

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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Writers gather information about their topic through 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 facilitate the reader’s ability to make meaning of the text. 	<ul style="list-style-type: none"> ● 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 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	
<ul style="list-style-type: none"> ● 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

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

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:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

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>

<ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> 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
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

21st Century Life Skills	
Activities: The learner will be able to explain how writing strategies and the writing process help authors during writing.	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> • 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. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.

SL.2.1.	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
SL.2.3.	<p>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.</p>
SL.2.4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
SL.2.5	<p>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
SL.2.6	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time	Provide text-to-speech Use of 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	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p>

<p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>		<p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



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

OVERVIEW OF UNIT:

Students will learn Persuasive Writing.
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">● Writers gather information about their topic through a variety of ways.● There are issues in our lives that we have opinions about● There are many ways to persuade our audience	<ul style="list-style-type: none">● 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	
<ul style="list-style-type: none">● 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:	
<ul style="list-style-type: none">● 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

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:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

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 Education 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.

21 st Century Life Skills	
Activities: The learner will be able to explain how writing strategies and the writing process help authors during writing.	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> • 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. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.2.7	

W. 2.8	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>
SL.2.1.	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
SL.2.3.	<p>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.</p>
SL.2.4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
SL.2.5	<p>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
SL.2.6	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters.

	<p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
L.2.6.	<p>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>).</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/ccs/ELL.htm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p>

<p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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**Califon Public School
English Language Arts Curriculum**



Subject: Writing	Grade: 2	Unit #: 6	Pacing: 4 weeks
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 readings on Famous Americans and compile all the information learned into an informational paragraph that contains a hook, topic sentence with supporting details from the text, and a sense of closure.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ➤ Writers gather information about their topic through 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 facilitate the reader’s ability to make meaning of the text. 	<ul style="list-style-type: none"> ● 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	
<ul style="list-style-type: none"> ● 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

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:

- Smart 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

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 Education 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
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

21st Century Life Skills	
Activities:	
<ul style="list-style-type: none"> The learner will be able to explain how writing strategies and the writing process help authors during writing. 	
Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities:	
<ul style="list-style-type: none"> 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. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.

<p>.W.2.7</p> <p>W. 2.8</p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SL.2.1.</p>	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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.
<p>SL.2.2</p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>SL.2.3.</p>	<p>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.</p>
<p>SL.2.4</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>SL.2.5</p>	<p>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>SL.2.6</p>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
<p>L.2.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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>).
<p>L.2.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	<p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>
L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p>
L.2.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
L.2.6.	<p>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>).</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p>	<p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p>	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p>

<p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>	<p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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Califon Public School
English Language Arts Curriculum



Subject: Writing	Grade: 1	Unit #: 7	Pacing: 4 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	
<ul style="list-style-type: none">● 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:	
<ul style="list-style-type: none">● 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

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:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:	
<ul style="list-style-type: none"> ● 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.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration	
Activities:	
<ul style="list-style-type: none"> ● The learner will read the importance of sunlight and water to plants and create a poem depicting the importance. 	
Resources:	
<ul style="list-style-type: none"> ● 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 ● <u>What Every Education Should Know About Using Google</u> 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	
Activities:	
<ul style="list-style-type: none"> ● The learner will be able to explain how writing strategies and the writing process help authors during writing. 	

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities:	
<ul style="list-style-type: none"> • 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. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

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.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.
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.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5.	. Demonstrate understanding of figurative language, word relationships and nuances in word meanings

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe
<u>.SL.2.2</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>SL.2.3</u>	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.
<u>SL.2.5</u>	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.
<u>SL.2.4</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks	Provide text-to-speech Use of 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	<p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p>	<p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p>

<p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p>		<p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p>	<p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p>
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