

Califon Public School
Curriculum

Subject: Reading	Grade: 2nd	Unit #: 1	Pacing: 4 weeks
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Unit Title: Launching Reader's Workshop**OVERVIEW OF UNIT:**

This unit is designed as an introduction to a 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 given the Words Their Way primary spelling inventory.

Big Ideas

- 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.

Essential Questions

- 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

- Students will be able to think before, during, and after reading.
- Students will be able to think while they read and discuss their reading experiences with reading partners.

Assessment**Formative Assessment:**

- Guided Reading

Benchmark:

- DRA

- Running Records
- Reading Response Notebook
- Teacher Observation

- Words Their Way Inventory
- LinkIT

Summative Assessment:

- Spelling Assessment
- Projects

Alternative:

- 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 Pinnell
 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:**

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

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

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

Interdisciplinary Integration

Activities:

- The learner will 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 Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

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

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

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

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

Careers

Activities:

- Students will demonstrate 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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message in literary texts (e.g. fables and folktales from diverse cultures).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.CT.2.8.	Compare and contrast two literary versions of the same story by different authors or authors from different cultures.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
L.VL.2.2.E	Use glossaries and beginning dictionaries to determine or clarify the meanings of words and phrases.
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
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks

- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

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

**Califon Public School
Curriculum**

Subject: Reading	Grade: 2nd	Unit #: 2	Pacing: 4 weeks
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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.

Big Ideas

- 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 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.

Essential Questions

- 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?

Objectives

- 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**Formative Assessment:**

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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:**Summative Assessment:**

- Spelling Assessment
- Projects

- Razkids
- Headsprout

Key Vocabulary

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

Resources & Materials

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Activities:

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8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

- The learner will read a historical fiction story about Ruby Bridges' life and create a character trait's chart depicting who was. (AS)

Resources:

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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
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Careers	
Activities: - 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.	
Practice	Description
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Differentiation
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• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing

- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

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

**Califon Public School
Curriculum**



Subject: Reading	Grade: 2nd	Unit #: 3	Pacing: 3 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

- Razkids

Summative Assessment:

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

Key Vocabulary

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

Resources & Materials

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Technology Infusion

Teacher Technology:

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Student Technology:

- Chromebooks
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Activities:

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8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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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 Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

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21st Century Life Skills Standards

Activities:

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

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Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.

	F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5.	Identify the main purpose of a text, including what the author seeks to explore answer, explain, or describe.
RI.MF.2.6	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.CT.2.8.	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	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

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins

- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

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

- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 2nd	Unit #: 4	Pacing: 5 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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 by seeing more than just the text on the page.
- Students will be able to tackle tricky words in their books

Assessment

Formative Assessment:

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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

- Razkids

Summative Assessment:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Spelling Assessment • Projects | <ul style="list-style-type: none"> • 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 Pinnell 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: • Promethean Board • Google Classroom Student Technology: • Chromebooks • Seesaw • iPhones and iPad Activities: • Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom. • Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw • Students are using iPhones and iPad to work on literacy skills. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <th style="width: 20%;">Standard</th> <th>Standard Description</th> </tr> <tr> <td>8.1.2.CS.1</td> <td>Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</td> </tr> <tr> <td>8.1.2.NI.1</td> <td>Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</td> </tr> </table>	Standard	Standard Description	8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
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8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.					
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.					

8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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Interdisciplinary Integration

Activities:

- 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.

Resources:

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

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

21st Century Life Skills Standards

Activities:

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

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

Careers

Activities:

- Students will demonstrate 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.

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

Standard #	Standard Description
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L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes.

	D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5.	Identify the main purpose of a text, including what the author seeks to explore answer, explain, or describe.
RI.MF.2.6	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.CT.2.8.	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	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

Students with 504 plans

- Preferential seating
- Guided notes

- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge

- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 2nd	Unit #: 5	Pacing: 4 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

Summative Assessment:

- Spelling Assessment

- Razkids

- Headsprout

- Projects

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 Pinnell
 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:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

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

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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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:

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

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

21st Century Life Skills Standards

Activities:

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

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

Careers	
Activities: - Students will demonstrate 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.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.

L.RF.2.4B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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RI.2.10	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.
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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	
Students with 504 plans	
● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan	
Special Education	
● Provide modifications & accommodations as listed in the student's IEP	

- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
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- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

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

Enrichment

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

**Califon Public School
Curriculum**



Subject: Reading	Grade: 2nd	Unit #: 6	Pacing: 6 weeks
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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.

Big Ideas

- 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

Essential Questions

- 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

- 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 Pinnell Words Their Way Words Their Way Spelling Inventory
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Above-Level Novels:

- I Survive Series

On-Level Novels:

- Magic Tree House

Below-Level Novels:

- Henry and Mudge

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

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

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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Interdisciplinary Integration

Activities:

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

Resources:

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

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

21st Century Life Skills Standards

Activities:

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

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

Careers

Activities:

- Students will demonstrate 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.

Practice	Description
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5.	Identify the main purpose of a text, including what the author seeks to explore answer, explain, or describe.
RI.MF.2.6	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.CT.2.8.	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	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	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks	

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

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

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

**Califon Public School
Curriculum**



Subject: Reading	Grade: 2nd	Unit #: 7	Pacing: 10 weeks
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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.

Big Ideas

- 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

Essential Questions

- How do nonfiction readers read to become smarter about our world?
- What questions do readers ask to learn?
- How have inventors and their inventions impacted the world we live in?
- How have inventions evolved throughout the years?
- How would the world be without certain inventions?

Objectives

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Summative Assessment:

- Spelling Assessment
- Projects

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 Pinnell 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: ● Promethean Board ● Google Classroom	
Student Technology: ● Chromebooks ● Seesaw ● iPhones and iPad	
Activities: ● Students are using the Chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom. ● Students are using the Chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw ● Students are using iPhones and iPad to work on literacy skills.	
Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

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

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

21st Century Life Skills Standards

Activities:

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

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

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

Careers	
Activities: - Students will demonstrate 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.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.

	F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5.	Identify the main purpose of a text, including what the author seeks to explore answer, explain, or describe.
RI.MF.2.6	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.CT.2.8.	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
<u>RI.2.9</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>RI.2.10</u>	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.2.2</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

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins

- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

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

- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

This unit is designed to teach second graders the strategies for poetry. In this unit, students will 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.

Big Ideas

- 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 of rereading their text

Essential Questions

- How can I use my voice to read poetry so that it sounds 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

- 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.

Assessment

Formative Assessment:

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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

Summative Assessment:

- Spelling Assessment
- Projects
- 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 Pinnell
 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:**

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

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

Standard**Standard Description**

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Integration

Activities:

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

Resources:

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

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

21st Century Life Skills Standards

Activities:

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

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

Careers

Activities:

- Students will demonstrate 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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message in literary texts (e.g. fables and folktales from diverse cultures).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.CT.2.8.	Compare and contrast two literary versions of the same story by different authors or authors from different cultures.
L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.

	F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
<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.KL.2.1.A-B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.VI.2.3.A-C	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

Differentiation

Students with 504 plans

- Preferential seating

- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based on the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery

- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 2nd	Unit #: 9	Pacing: 20 weeks
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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.

Big Ideas

- 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 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.

Essential Questions

- 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?

Objectives

- 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

Formative Assessment:

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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Alternative:

Summative Assessment:

- Spelling Assessment

- Razkids

- Headsprout

- Projects

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 Pinnell
 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:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

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

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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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 Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

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

21st Century Life Skills Standards

Activities:

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

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

9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Careers

Activities:

- Students will demonstrate 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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message in literary texts (e.g. fables and folktales from diverse cultures).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges.
RL.PP.2.5.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.CT.2.8.	Compare and contrast two literary versions of the same story by different authors or authors from different cultures.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
L.RF.2.3.A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
L.VL2.2.E	Use glossaries and beginning dictionaries to determine or clarify the meanings of words and phrases.
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	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks	

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

Response to Intervention (RTI)

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

English Language Learners (ELL)

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

Enrichment

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

**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

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

Big Ideas

- 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.

Essential Questions

- 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

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIT

Summative Assessment:

- Spelling Assessment
- Projects

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 Pinnell
 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:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPhones and iPad

Activities:

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

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

Interdisciplinary Integration

Activities:

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

Standard	Standard Description
1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive

21st Century Life Skills Standards

Activities:

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

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

Careers

Activities:

- Students will demonstrate 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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their

	organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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Standards	
Standard #	Standard Description
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read on-level text with purpose and understanding.
L.RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore answer, explain, or describe.
RI.MF.2.6	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.CT.2.8.	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
<u>RI.2.9</u>	Compare and contrast the most important points presented by two texts on the same topic.

<u>RI.2.10</u>	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.2.2</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.

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Enrichment

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- NJDOE resources