Grade 2 ELA Curricular Framework

UNIT 1

Text Types: Literary and Informational
Writing Genres: Narrative Writing, Routine Writing
Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**
Unit Summary: *Reading Workshop "Second Grade Reading Growth Spurt"-*
This unit is designed as an introduction to second grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts, using post-its, as well as staying focused and building stamina by keeping a reading log. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling.

READING Critical Knowledge and Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	WRITING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
RL.2.1/RI.2.1 ● Create questions about an important idea within the text (using who, what, where, when, why, and/or how) ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions **RL.2.3** ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Analyze their reactions to story events	**W.2.3** ● **Include an introduction statement** ● **Describe order of events using transition words (e.g. first, next, then, last)** ● **Choose descriptive words that match thinking, feelings, and actions** ● **Incorporate simple and compound sentence structures** ● **Use linking words (e.g., because, and, also)** ● **End with a closing statement** **W.2.5** ● **Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar** ● **Utilize conferences, checklist sheets, and peer editing**

Grade 2 ELA Curricular Framework

● Identify how the characters solve the problem

RL.2.5

● Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends
● Describe the parts of a story (beginning and end)
● Describe how the parts of the story build from beginning to end

RI.2.5 Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information

● Identify which text features help you find important information about what you're reading
● Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text

RI.2.6

● Determine the text's main purpose according to what the author wants the reader to know

RL.2.7

● Utilize information from illustrations, pictures and words from print or digital text
● Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot

RI.2.7

● Utilize information from illustrations, diagrams or images from informational text Explain how illustrations, diagrams or images clarify the text

RL.2.10/RI.2.10

● Demonstrate good reading habits
● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

RF.2.3.B, E

● Utilize strategies for decoding two-syllable words in texts
● Utilize strategies for decoding irregularly-spelled words in texts

RF.2.4.A, B, C

● Understand grade-level text when reading

● **Reflect on writing**

W.2.6

● **Publish writing both independently and with peers using digital tools**
● **Use keyboarding techniques**

Grade 2 ELA Curricular Framework

- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

LANGUAGE Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	SPEAKING & LISTENING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
L.2.1.A, B, C ● **Define and identify collective nouns in sentences https://www.k5learning.com/worksheets/grammar/grade-2-collective-nouns-a.pdf** ● **Use collective nouns in student writing pieces** ● **Identify irregular plural nouns used when reading, writing or speaking** ● **Classify plural nouns as regular or irregular** ● **Form and use common irregular plural nouns** ● **Identify reflexive pronouns when reading, writing or speaking** ● **Classify pronouns as reflexive** ● **Accurately use reflexive pronouns when reading, writing or speaking** **L.2.2.A, E** ● **Demonstrate command of the conventions of standard English capitalization when writing** ● **Utilize reference materials and resources to correct one's own spelling** **L.2.3.A**	**SL.2.1A,B,C** ● **Participate in a variety of grade-appropriate, collaborative, rich, structured conversations** ● **Assume various roles in conversations (e.g., participant, leader, and observer)** ● **Use norms of conversations (e.g., eye contact, taking turns, etc)** ● **Connect comments to build on remarks of others** ● **Ask questions and further explanations about topics and/or texts** **SL.2.2** ● **Demonstrate careful listening in order to describe or recount what is heard** ● **Describe key ideas or details from a text or presentation when presented orally** **SL.2.6** ● **Articulate ideas (both verbally and in writing) using complete sentences and ideas** ● **Provide details or clarifications when speaking as requested**

Grade 2 ELA Curricular Framework

- **Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English**

L.2.4.A, D, E
- **Use context clues to determine or clarify the meaning of unknown and multiple-meaning words**
- **Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words**
- **Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words**

L.2.5.A
- **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**
- **Identify the connections of words to real-life experiences**

L.2.6
- **Show understanding of newly acquired vocabulary (gathered from discussions as well as text)**
- **Make purposeful language choices to communicate in an effective way**
- **Utilize adjectives and adverbs to describe where necessary**

Essential Questions:	Unit Goals/Enduring Understandings:
LAUNCHING READING WORKSHOP • What does Reading Workshop look like and sound like? • Why is important to choose "just right" books? • How can meeting with the teacher one-to-one be special for you • How can conferring with the teacher one-to-one help you become a stronger reader? • Why do we set goals? • How do readers make decisions based on habits, volume, and stamina? • How do readers think about before, during, and after reading?	LAUNCHING READING WORKSHOP • Readers incorporate routines to ensure success during Readers Workshop • Readers view reading as a special activity that involves working both independently and with others • Readers choose books by analyzing the text to be certain they are "just right" • Readers confer with the teacher to evaluate and discuss their progress and goals.

Grade 2 ELA Curricular Framework

● 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? UNIT 1 "READERS GROW LIKE BEANSTALKS" ● What do we have to do to "take charge" of our reading? ● What kinds of things should we be thinking about before, during and after reading? ● How should we tackle new and unfamiliar words?	Unit 1 "READERS GROW LIKE BEANSTALKS" ● Readers take charge of their own reading. ● Readers understand how to build stamina. ● Readers work hard to solve tricky words. Readers extend their thinking in reading journals. ● Readers retell important events in a story. ● Readers pay close attention to authors.
Unit 1: ASSESSMENTS & RESOURCES	**TECHNOLOGY INTEGRATION**
PRE-ASSESSMENT *Optional (given prior to starting the unit): ● Using your running record data pay attention to: ○ How students are decoding words MSV - M (Meaning), S (Structure), V (Visual) ○ Are they rereading? ○ Quality of retell at the end of text ○ How their fluency sounds **ASSESSMENT** FORMATIVE ● Teacher-student conferences including: individual conference notes, small group observation checklists, strategy groups, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. ● Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example) ● Formative Fundations assessments ● Anecdotal Notes, Independent Reading Rubric, Help! I need to conference about…Anecdotal Notes, My Reading Goals, Independent Reading Rubric, Quick Monthly Reading Assessment Reading Level Instructional Inventory Reading Behavior Checklist	**STANDARDS** **8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.** **8.1.2.A.2 Create a document using a word processing application.** **8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.** **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).** **8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.** **8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.** **8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.** **8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.** **8.2.2.B.1 Identify how technology impacts or improves life.** **8.2.2.E.1 List and demonstrate the steps to an everyday task.**

Grade 2 ELA Curricular Framework

- RL 2.10 Student Self-Assess: Reader's Workshop Rubric
- Unit 1 Workshop Conference Checklists
- Book Review Station
- 2nd Grade Reading Progress Indicators
- Use Post It Notes to Hold on to Meaning
- Thick and Thin Questions

SUMMATIVE
- Teacher-student conferences
- Running Records (Teachers' College)
- Reading logs, Reader's Notebooks, and other evidence of students improving skills
- Summative fiction assessments (RL.2.3 and RL.2.5)
- Writing Benchmark
- Measuring Up Reading Benchmark
- Fountas & Pinnell Benchmark Reading Assessment
- Measuring Up Online Assessments or Paper Assessments

Mentor Texts:
- "There was an Old Lady who Swallowed a Fly" (poem in RW teacher's manual)
- *Those Darn Squirrels* by Adam Rubin
- *Mercy Watson to the Rescue* by Kate DiCamillo
- *Katie Woo has the Flu* by Fran Manushkin

RESOURCES
- Fundations
- Lucy Calkins Writing Workshop
- Lucy Calkins Reading Workshop
- *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* by Jennifer Serravallo (great for conferences/strategy group teaching points
- F&P continuum
- Wonders Anthology (supplemental)
- Reading Comprehension Toolkit (supplemental)
- Other mentor texts that can be supplemented and used to teach skills/strategies in Unit 1:

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.
- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

- ○ *Enemy Pie* Derek Munson
- ○ *Brave Irene* by William Steig
- ○ *The Name Jar* by Yangsook Choi
- ○ *Dog Breath* by Dav Pilkey
- ○ *Recess Queen* by Alexis O'Neill
- ○ *Chrysanthemum* by Kevin Henkes
- ○ *The OK Book*
- ○ *The Crayon Box That Talked*
- ○ *Poppleton* Series
- Reading Log (school)
- Reader Survey
- Stop and Jot Newsletter (to send home to parents)
- Literature Response Questions
- List of Mentor Texts for different Skills/Strategies
- Use Post It Notes to Hold on to Meaning
- Author's Purpose
- Additional Online Resources Unit (if time permits) "Studying Characters and their Stories" under "IF...THEN...curriculum" section on Heinemann Website (login required from Lucy Calkins book)
- Songs/Videos that teach: Phonics, Parts of Speech, and Reading Strategies

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

Grade 2 ELA Curricular Framework

- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:
Cross Curricular Connections:
Social Studies-Communities, Rules Routine
Health- Friendship, Decision Making
 Readers' Theater and dramatic readings of writing pieces incorporating the following standards:
VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.
VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.
VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.
VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.
HPE2.1.2.C.3 Determine how personal feelings can affect one's wellness.
HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE2.5.2.A.4 Correct movement errors in response to feedback

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

Grade 2 ELA Curricular Framework

KEY VOCABULARY

Key vocabulary may include but are not limited to:
anchor charts, schema, connections, book talk, visualizing, genre, growth spurt, just-right"books, turn and talk, stamina, tricky words, retell, scoop, snap words,strategy goals,
character, setting, detail, opinion, event, compound sentence, conjunction, edit, revise, regular plural noun, irregular plural noun, subheading, glossary, context clue, adjective, adverb

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- WIDA Can Do Descriptors for Grades 2-3* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** Small group/One to one, Large print textbooks, Additional time , Review of directions, Student restates information, Student provides oral responses, Concrete examples, Support auditory presentations with visuals, Assistance in	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing

Grade 2 ELA Curricular Framework

● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	maintaining uncluttered space, Space for movement or breaks, Extra visual and verbal cues and prompts, Quiet space to calm down/relax, Preferential seating, Reduction of distractions, Hands-on activities, Follow a routine/schedule, Alternate quiet and active time , Teach time management skills, Rest breaks, Verbal and visual cues regarding directions and staying on task, Checklists, Immediate feedback , Work-in-progress check **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**:	designated services and strategies identified on a student's 504 Plan.

Grade 2 ELA Curricular Framework

	- Shorten assignment - Answer fewer or different test questions - Create alternate projects or assignments	
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

READING - Instructional Best Practices/Lesson Notes/ Anchor Charts

***The following are just *suggested* notes and ways that the unit sessions *could* be supplemented

- RL 2.1, RL 2.3, RL 2.5, RL 2.10 Launch Reading Workshop in order to build classroom routines (Five Finger Retell, retelling, finding "just right" books, independent reading rubric, setting goals, writing a meaningful "stop & jot", partner reading poster, having meaningful conversations about books, conferencing, building reading stamina)
- Session 6 broken into 3 days (Day 1: Lucy lesson, Day 2: asking questions, Day 3: symbols to react to a story/show thinking)
- Session 13 broken into 3 days (Day 1: Lucy lesson, Day 2: Author's purpose-persuade, Day 3: Author's purpose-entertain)
- RL 2.5 *After* session 14, supplemental lesson on Retelling/Summarizing
- Session 16 broken into 2 days (Day 1: Lucy lesson, Day 2: theme as THE MEssage)
- RL 2.3 After session 16, supplemental lesson on making predictions about the problem

Launching Anchor Charts/Posters Links:

- "First 20 Days" Lesson Plans

Grade 2 ELA Curricular Framework

- [Five Finger Rule](#)
- [Independent Reading Rubric](#)
- [Reading With Partners/Reading Independently](#)
- [Reading Buddy Questions](#)
- [Ways We Can Partner Talk](#)
- [In Reading Workshop, we…](#)
- [My Reading Goals](#)
- [Anecdotal Notes](#)
- [When A Teacher Asks You to Retell](#)
- [Observation Checklists](#)
- [Reading Log](#) (school)
- [Stop & Jot Anchor Chart](#)
- [“Just Right” Books Anchor Chart](#)

WRITING - Instructional Best Practices

W.2.3 Students will write a cohesive, personal narrative that contains an introduction, order of events, and a closing. The teacher will present “brilliant beginnings” (start with a question, sound word, or “ing” word.), “small moment problems” (make the reader's tummy turn), “satisfying solutions” (how did you solve your problem?), and “excellent endings” (circle back to hook, lesson learned).

LANGUAGE - Instructional Best Practices

L.2.4.A Students will use sentence-level context as a clue to the meaning of a word or phrase. Students will determine the meaning of words in a text while referring to the **Context Clues** anchor chart.

Grade 2 ELA Curricular Framework

UNIT 2

Text Types: Literary and Informational   Writing Genres: Informative and Explanatory Writing, Shared Research Writing, Routine Writing   Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**   Unit Summary: *Reading Workshop "Becoming Experts: Reading Nonfiction"-*   *This unit is designed to teach second graders the strategies of nonfiction reading. Students will focus their attention on growing knowledge as they pay attention to details and question texts. They will tackle both the tricky word work and vocabulary development of nonfiction reading. Readers will grow their knowledge across texts as they read topic sets of texts, comparing,contrasting and connecting information across texts.*

READING **Critical Knowledge and Skills** **Italicized* **- spiraling skills throughout units** ***Bold - Focus skills of this unit**	WRITING **Critical Knowledge & Skills** **Italicized* **- spiraling skills throughout units** ***Bold - Focus skills of this unit**
RL.2.1/RI.2.1 ● **Utilize textual evidence to support thinking when asking and answering general questions** ● *Create questions about an important idea within the text (using who, what, where when, why, and/or how)* *RL.2.3* ● *Identify the characters in the story* ● *Identify key details in the story* ● *Consider how characters are involved in a story* ● *Analyze their reactions to story events* ● **Identify how the characters solve a problem or challenges** **RI.2.3**	**W.2.2** ● **Gather facts, choose best facts to use, and present facts in a clear sequence** ● **Include an introductory statement** ● **Describe order of events using transition words (e.g. first, next, then, last)** ● **Incorporate facts and definitions** ● **Use linking words (e.g., because, and, also)** ● **End with a closing statement** *W.2.5* ● *Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar*

Grade 2 ELA Curricular Framework

- **Identify how different historical events, scientific ideas, or "how to" procedures link together in a text**
- **Identify text details, events, or ideas that are chronological or sequential**
- **Retell chronological or sequential text details in the appropriate order**
- **Compare and contrast ideas from the text**

RL.2.4/RI.2.4

- **Analyze how words and phrases provide meaning to a poem, story, or song**
- **Identify the parts of the poem that rhyme**
- **Identify the parts of the poem that show the beat**
- **Determine which part shows alliteration**
- **Define words and phrases specific to grade 2**

RL.2.5

- *Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends*
- *Describe the parts of a story (beginning and end)*
- *Describe how the parts of the story build from beginning to end*

RI.2.5

- *Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information*
- **Identify which text features helps clarify important information about what is being read**
- **Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text**

RI.2.6

- *Determine the text's main purpose according to what the author wants the reader to know*

RL.2.7

- *Utilize information from illustrations, pictures and words from print or digital text*
- *Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot*

- *Utilize conferences, checklist sheets, and peer editing*
- *Reflect on writing*

W.2.6

- *Publish writing both independently and with peers using digital tools*
- *Use keyboarding techniques*

W.2.7

- **Understand their role as part of a team and the work they are required to accomplish**

W.2.8

- **Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question**
- **Take notes**

Grade 2 ELA Curricular Framework

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RI.2.7
- *Utilize information from illustrations, diagrams or images from informational text*
- *Explain how illustrations, diagrams or images clarify the text*

RL.2.10/RI.2.10
- *Demonstrate good reading habits*
- *Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band*

RF.2.3.A,*B*, **D**
- **Identify typical vowel combinations**
- **Demonstrate ability to pronounce and spell words with vowel teams**
- *Utilize strategies for decoding two-syllable words in texts*
- **Utilize strategies for decoding irregularly spelling-sound correspondence words in texts**

RF.2.4.A, B, C
- *Understand grade-level text when reading*
- *Read grade-level text aloud, making minimal errors*
- *Use an appropriate rate when reading aloud*
- *Use appropriate expression and inflection when reading text aloud*
- *Use appropriate self-correction strategies to read words and for understanding*
- *Reread text to better understand what was read, when necessary*

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LANGUAGE
Critical Knowledge & Skills
***Italicized* - spiraling skills throughout units**
*Bold - Focus skills of this unit

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SPEAKING & LISTENING
Critical Knowledge & Skills
***Italicized* - spiraling skills throughout units**
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L.2.1.*A*, **E, F**
- *Define and identify collective nouns in sentences*
- **Articulate the purpose and use of collective nouns**
- **Use collective nouns in student writing, not in isolation**

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SL.2.1A,B,C
- *Participate in a variety of grade-appropriate, collaborative, rich, structured conversations*

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Grade 2 ELA Curricular Framework

- **Define and identify adjectives and adverbs when reading, writing or speaking**
- **Classify adjectives and adverbs in sentences when reading and writing**
- **Use adjectives and adverbs to appropriately modify words in the sentence**
- **Define and identify simple and compound sentences when reading and writing**
- **Classify sentences as simple or compound.**

L.2.2.*A*,**C, D,** *E*
- *Demonstrate command of the conventions of standard English capitalization when writing*
- **Define and identify apostrophes in writing**
- **Articulate the purpose and use of apostrophes**
- **Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing**
- **Identify common spelling patterns**
- **Utilize common spelling patterns when writing**
- *Utilize reference materials and resources to correct one's own spelling*

L.2.3.A
- *Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English*

L.2.4.*A*, **B,** *D, E*
- *Use context clues to determine or clarify the meaning of unknown and multiple-meaning words*
- *Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words*
- **Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words**
- *Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words*

L.2.5.B

- *Assume various roles in conversations (e.g., participant, leader, and observer)*
- *Use norms of conversations (e.g., eye contact, taking turns, etc)*
- *Connect comments to build on remarks of others*
- *Ask questions and further explanations about topics and/or texts*

SL.2.4
- **Demonstrate storytelling techniques**
- **Report relevant facts and details about experience**
- **Provide clear thoughts and emotion**

SL.2.5
- **Utilize digital media to enhance ideas for meaning**
- **Create visuals that emphasize chosen facts or details**

SL.2.6
- *Articulate ideas (both verbally and in writing) using complete sentences and ideas*
- *Provide details or clarifications when speaking as requested*

Grade 2 ELA Curricular Framework

- **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives**

L.2.6
- *Show understanding of newly acquired vocabulary (gathered from discussions as well as text)*
- *Make purposeful language choices to communicate in an effective way*
- *Utilize adjectives and adverbs to describe where necessary*

Essential Questions	Unit Goals/Enduring Understanding
- How do we understand and increase knowledge about a topic by utilizing various resources? - How can text features help us gain a better understanding of the content? - How do we analyze unknown words to determine their meaning? - 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?	- Readers examine texts to increase knowledge Readers use various strategies to determine the meaning of unknown words. - Readers summarize information from multiple sources to gather information.

Unit 2: ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
ASSESSMENT - Fountas & Pinnell Benchmark Reading Assessment - Measuring Up Online Assessments or Paper Assessments - Formative Fundations assessments *Wonders* Assessments - Teacher created, standards based assessments - Running Records - Conference notes - Small Group Observations - Summative Nonfiction Assessments (RI.2.1, RI.2.5, RI.2.6, RI.2.7)	**STANDARDS** **8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.** **8.1.2.A.2 Create a document using a word processing application.** **8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.** **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).**

Grade 2 ELA Curricular Framework

- [Unit 2 Workshop Conference Checklists](#)

Mentor Texts:
- *Tigers* by Laura Marsh Amazing Animals:
- *Tigers* by Valerie Bodden
- *Knights in Shining Armour* by Gail Gibbons

RESOURCES
- Fundations
- Lucy Calkins Writing Workshop
- Lucy Calkins Reading Workshop
- Wonders Anthology (supplemental)
- Other mentor texts that can be supplemented and used to teach skills/strategies in Unit 2:
  - *Smart Kids* Series by Roger Priddy
  - *National Geographic Kids* Series
  - *Who Was?* Series
  - *Ordinary People Who Change the World* Series
  - *Ant Cities* by A. Dorros
  - *Apples* by G. Gibbons
  - *Apples and Pumpkins* by A. Rockwell
  - *Butterflies and Moths* by B. Kalman
  - *Everybody Needs a Rock* by B. Baylor
  - *Honey I Love and Other Poems* by E. Greenfield
  - *I'm in Charge of Celebrations* by B. Baylor
  - *Snow is Falling* by F. Branley
- [Fiction vs Nonfiction poster](#)
- [Fiction/Nonfiction Responses bookmark](#)
- [NonFiction Assessment](#)
- [Nonfiction Features-Matching](#)
- [Nonfiction Unit Goals- Compliment/Teaching Point](#)
- [Reading Nonfiction-Teaching Points/Teacher Notes](#)
- [Applies Text Features Rubric](#)
- [Nonfiction Foldable](#)
- [Nonfiction Graphic Organizers](#)
- ["I Just Can't Wait To Be King" Lyrics for Shared Reading](#)

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1 Identify how technology impacts or improves life.
8.2.2.E.1 List and demonstrate the steps to an everyday task.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.
- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

Grade 2 ELA Curricular Framework

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:
VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.
VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.
VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.
VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Grade 2 ELA Curricular Framework

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.
HPE2.1.2.C.3 Determine how personal feelings can affect one's wellness.
HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE2.5.2.A.4 Correct movement errors in response to feedback

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

KEY VOCABULARY

Key vocabulary may include but are not limited to:
Sight words, decoding, chunking, context clues, fixing, whole word, make sense, meaning, word wall, vocabulary, challenging, reread, stamina, unfamiliar, word endings, fluency, problem solve, strategy, vowels, retell, nonfiction, knowledge, engaged, phrasing, strategy, track events,
information, non-fiction, evidence, compare, contrast, poetry, rhyme, alliteration, research, introduction, transitions, closing, prediction, self-reflection

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
• WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in	• New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms	• Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms

Grade 2 ELA Curricular Framework

coordination with [Student Language Portraits (SLPs)](#).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education
Small group/One to one, Large print textbooks, Additional time, Review of directions, Student restates information, Student provides oral responses, Concrete examples, Support auditory presentations with visuals, Assistance in maintaining uncluttered space, Space for movement or breaks, Extra visual and verbal cues and prompts, Quiet space to calm down/relax, Preferential seating, Reduction of distractions, Hands-on activities, Follow a routine/schedule Alternate quiet and active time, Teach time management skills, Rest breaks, Verbal and visual cues regarding directions and staying on task, Checklists, Immediate feedback, Work-in-progress check

Presentation accommodations:
- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 2 ELA Curricular Framework

- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

READING - Instructional Best Practices/Lesson Notes/Anchor Charts

***The following are just *suggested* notes and ways that the unit sessions *could* be supplemented

Grade 2 ELA Curricular Framework

- RI.2.5 Introductory Lessons before beginning unit-Immersion/Types of Nonfiction Texts and Text Features
- Session 7 broken into 2 days (Day 1: Lucy lesson, Day 2: more text features)
- Session 10 anchor chart
- RI.2.6 After Session 11, 3 days of supplemental Main Idea lessons (Day 1: First and last sentence, first and last page, Repeated keywords/phrases)
- After supplemental lessons, lesson on text structure (review for reading assessment)

Anchor Charts
- Main Idea
- Nonfiction Retell

WRITING - Instructional Best Practices

W.2.5. Students, with guidance and support from adults and peers, will focus on a topic and strengthen writing as needed through self-reflection, revising, and editing by using the COPS Peer Editing Checklist and Writing Partner Reflection.

LANGUAGE - Instructional Best Practices

L.2.4 Students will 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 by completing the Henry P. Baloney Student Notebook.

Grade 2 ELA Curricular Framework

UNIT 3

Text Types:	Literary and Informational
Writing Genres:	Opinion Writing, Informative and Explanatory Writing, Shared Research Writing, Routine Writing
Unit Pacing:	3rd Marking Period - **Middle of January - End of March**
Unit Summary:	*Reading Workshop "Bigger Books Mean Amping Up Reading Power"-*

In this unit, children will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They'll use their own voices, inflections and gestures to bring out the author's 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. They will tackle tricky words and new vocabulary with greater understanding. In more complicated books where they are encountering both words that are hard to read and ones that are hard to understand—i.e., new vocabulary. Throughout this part of the unit, they will learn strategies for what to do when this happens, and they will practice applying these to the books that they read. Then the students will learn the many purposes behind rereading, such as, to clarify confusing parts, to understand how two parts fit together, to connect the beginning (or an earlier part) with the ending (or a later part). Finally children will sort themselves, coach and support one another in one of three goal clubs: Fluency, Literary Language, or Keeping Track of Longer Books, based on common goals.

READING Critical Knowledge and Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	WRITING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
RL.2.1/RI.2.1 ● *Utilize textual evidence to support thinking when asking and answering general questions* ● *Create questions about an important idea within the text (using who, what, where when, why, and/or how)*	W.2.1 ● **Include an introduction statement** ● **State opinion and reasons that support the opinion** ● **Incorporate simple and compound sentence structures** ● **Use linking words (e.g., because, and, also)**

Grade 2 ELA Curricular Framework

RL.2.2
- **Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables**
- **Determine what lesson of the story**

RI.2.2
- **Identify the main idea and overall focus of a multi-paragraph text**
- **Determine the main idea of the text**
- **Determine the important ideas in the text**
- **Determine the details that lead to the main idea**

RI.2.3
- *Identify how different historical events, scientific ideas, or "how to" procedures link together in a text*
- *Identify text details, events, or ideas that are chronological or sequential*
- *Retell chronological or sequential text details in the appropriate order*
- *Compare and contrast ideas from the text*

RL.2.4/RI.2.4
- *Analyze how words and phrases provide meaning to a poem, story, or song*
- *Identify the parts of the poem that rhyme*
- *Identify the parts of the poem that show the beat*
- *Determine which part shows alliteration*
- *Define words and phrases specific to grade 2*

RL.2.6
- **Recognize that characters have different points of view**
- **Determine how the characters think/feel about the events**
- **Identify any characters that have similar thinking**
- **Consider the character's voice when reading out loud**
- **Describe why a character has a different point of view in a story**

RI.2.8
- **Identify the main points in a text**
- **Identify reasons that the authors uses to support the main points in a text**
- **Evaluate how or why the author uses the reasons to support the main points in a text**

- **Describe order of events using transition words (e.g. first, next, then, last)**
- **Choose descriptive words that match thinking, feelings, and actions**
- **End with a closing statemen**t

W.2.2
- *Gather facts, choose best facts to use, and present facts in a clear sequence*
- *Include an introductory statement*
- *Describe order of events using transition words (e.g. first, next, then, last)*
- *Incorporate facts and definitions*
- *Use linking words (e.g., because, and, also)*
- *End with a closing statement*

W.2.5
- *Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar*
- *Utilize conferences, checklist sheets, and peer editing*
- *Reflect on writing*

W.2.6
- *Publish writing both independently and with peers using digital tools*
- *Use keyboarding techniques*

W.2.7
- *Understand their role as part of a team and the work they are required to accomplish*

W.2.8
- *Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question*
- *Take notes*

Grade 2 ELA Curricular Framework

RL.2.9
- **Identify similarities and differences of events in different versions of the same story**
- **Identify similarities and differences in characters in different versions of the same story**

RI.2.9
- **Identify the most important points in the text**
- **Find similarities and differences in those points when reading texts on the same topic**

RL.2.10/RI.2.10
- *Demonstrate good reading habits*
- *Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band*

RF.2.3.*A,* **C,** *D*
- *Identify typical vowel combinations*
- *Demonstrate ability to pronounce and spell words with vowel teams*
- **Utilize strategies for decoding words with affixes in texts**
- **Utilize strategies for decoding irregularly-spelled words in texts**
- **Determine if the word looks and sounds right and makes sense**
- **Search for chunks and say them**
- **Focus on the beginning and/or end of the word and try again, when having difficulty**

RF.2.4.A, B, C
- *Understand grade-level text when reading*
- *Read grade-level text aloud, making minimal errors*
- *Use an appropriate rate when reading aloud*
- *Use appropriate expression and inflection when reading text aloud*
- *Use appropriate self-correction strategies to read words and for understanding*
- *Reread text to better understand what was read, when necessary*

LANGUAGE **Critical Knowledge & Skills**	SPEAKING & LISTENING **Critical Knowledge & Skills**

Grade 2 ELA Curricular Framework

Italicized - spiraling skills throughout units *Bold - Focus skills of this unit	*Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
L.2.1.*B, C,* **D,** *E, F* ● **Identify irregular plural nouns used when reading, writing or speaking** ● **Classify plural nouns as regular or irregular** ● **Form and use common irregular plural nouns when writing or speaking** ● **Identify reflexive pronouns when reading, writing or speaking** ● **Classify pronouns as reflexive** ● **Accurately use reflexive pronouns when writing or speaking** ● **Identify irregular verbs in the past tense used when writing or speaking** ● **Classify verbs in the past tense as regular or irregular** ● **Form and use common irregular verbs in the past tense when writing or speaking** ● **Define and identify adjectives and adverbs when reading, writing or speaking** ● **Classify adjectives and adverbs in sentences** ● **Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking** ● **Define and identify simple and compound sentences when reading** ● *Classify sentences as simple or compound* ● **Expand and rearrange complete, simple and compound sentences when writing and speaking** **L.2.2**.*B,C, D, E* ● **Define and identify greetings and closings in letters (salutation)** ● **Use commas appropriate to offset greetings and closings in letters** ● **Define and identify apostrophes when reading and writing** ● *Articulate the purpose and use of apostrophes*	**SL.2.1A,B,C** ● *Participate in a variety of grade-appropriate, collaborative, rich, structured conversations* ● *Assume various roles in conversations (e.g., participant, leader, and observer)* ● *Use norms of conversations (e.g., eye contact, taking turns, etc)* ● *Connect comments to build on remarks of others* ● *Ask questions and further explanations about topics and/or texts* **SL.2.3** ● **Ask questions about what a speaker is saying to clarify, gather or deepen understanding** ● **Answer questions in order to clarify or gain further information** **SL.2.5** ● *Utilize digital media to enhance ideas for meaning* ● *Create visuals that emphasize chosen facts or details* **SL.2.6** ● *Articulate ideas (both verbally and in writing) using complete sentences and ideas* ● *Provide details or clarifications when speaking as requested*

Grade 2 ELA Curricular Framework

Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing *Identify common spelling patterns* *Utilize common spelling patterns when writing* *Utilize reference materials and resources to correct one's own spelling* *L.2.3.A* *Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English* **L.2.4**.B*, C, E* *Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words* **Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words** *Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words* *L.2.5.B* *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives* *L.2.6* *Show understanding of newly acquired vocabulary (gathered from discussions as well as text)* *Make purposeful language choices to communicate in an effective way* *Utilize adjectives and adverbs to describe where necessary*	
Essential Questions:	**Unit Goals/Enduring Understandings:**
- How do we read more complex texts fluently and with good expression? - How can we infer the writer's craft? - What strategies can be used to track our reading to develop a better understanding? - How can we work together to attain our reading goals?	- Readers demonstrate strategies for fluency - Readers examine the author's craft to determine the tone that the author is trying to convey. - Readers track their reading to monitor their understanding. - Readers utilize strategies to self-assess their level of understanding.

Grade 2 ELA Curricular Framework

- How can I use my voice to read both informational and fiction books in ways that help me get the most out of them— and so that they sound the way an author intended them to be read?
- 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?
- Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) to tackle a reading goal?

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION

ASSESSMENTS
- Formative Fundations assessments
- Measuring Up Online Assessments or Paper Assessments
- *Wonders* Assessments
- Teacher created, standards based assessment
- Running Records
- Conference notes
- Small Group Observations
- Record, Listen, Self-Evaluate Reading Expression

Mentor Text:
- *Happy Like Soccer* by Maribeth Boelts
- *When Sophie Gets Angry- Really, Really Angry* by Molly Bang
- *Owl Moon* by Jane Yolen
- *Come on Rain* by Karen Hesse
- *Houndsley and Catina* by James Howe
- *Mr. Putter & Tabby Walk the Dog* by Cynthia Rylant

RESOURCES
- *Fundations*
- *Lucy Calkins Writing Workshop*

STANDARDS
8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2 Create a document using a word processing application.
8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
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8.2.2.E.1 List and demonstrate the steps to an everyday task.

Grade 2 ELA Curricular Framework

- *Lucy Calkins Reading Workshop*
- *Wonders* Anthology (supplemental)
- Other mentor texts that can be supplemented and used to teach skills/strategies in Unit 3:
  - *Ruthie and the Not so Teeny Lie* by Laura Rankin
  - *Knots on a Counting Rope* by Bill Martin Jr
  - *Ruby the Copycat* by Peggy Rathmann
  - *Animal Look-Alikes* by Rachel Griffiths
  - *Lilly's Plastic Purse* by Kevin Henkes
  - *My Name is Maria Isabel* by Alma Flor Ada (Read Aloud suggestion)
  - *Iron Man* Ted Hughes (Read Aloud suggestion)
  - *Iris and Walter* by Elissa Haden Guest (Read Aloud suggestion)
  - "You Are My Sunshine" poem by Jimmie Davis and Charles Mitchell (Shared Reading suggestion)
  - "Chicken Soup with Rice" poems by Maurice Sendak (Shared Reading suggestion)
- Reading Goals
- Reading Club Checklist
- Reading Club Plan
- Rubric for Assessing a Retell-by instructional levels
- Roll and Retell Dice Game

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- Storyworks
- Freckle
- Superscience

Grade 2 ELA Curricular Framework

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- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

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VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.
VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.
VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.
ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.
HPE2.1.2.C.3 Determine how personal feelings can affect one's wellness.
HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

Grade 2 ELA Curricular Framework

HPE2.5.2.A.4 Correct movement errors in response to feedback

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

KEY VOCABULARY

Key vocabulary may include but are not limited to:
schema, connecting, connections, series, critique, questioning, synthesizing, determining theme
central message, lesson, paragraph, voice, point of view, greeting (letter writing), closing (letter writing), apostrophe, reflexive pronoun

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
● WIDA Can Do Descriptors for Grades 2-3* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** Small group/One to one, Large print textbooks, Additional time, Review of directions, Student restates information,	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities **Students with 504 Plans**

Grade 2 ELA Curricular Framework

● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	Student provides oral responses, Concrete examples, Support auditory presentations with visuals, Assistance in maintaining uncluttered space, Space for movement or breaks, Extra visual and verbal cues and prompts, Quiet space to calm down/relax, Preferential seating, Reduction of distractions, Hands-on activities, Follow a routine/schedule Alternate quiet and active time, Teach time management skills, Rest breaks, Verbal and visual cues regarding directions and staying on task, Checklists, Immediate feedback, Work-in-progress check **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions	Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 2 ELA Curricular Framework

	● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

READING - Instructional Best Practices/Lesson Notes/Anchor Charts

***The following are just *suggested* notes and ways that the unit sessions *could* be supplemented

- after session 9, 4 days of supplemental lessons on reading partnerships (Day 1: before reading, Day 2: during reading, Day 3: after reading, Day 4: partner fluency feedback)
- Session 10 break into two days so students have more time to read independently and then meet with their same book partners

Anchor Charts
- Fluency

Grade 2 ELA Curricular Framework

- [Theme](#)
- [Theme](#)
- [Theme](#)
- [Tone/Mood](#)

WRITING - Instructional Best Practices

W.2.1 After reading *Don't Let the Pigeon Drive the Bus!,* students will write opinion pieces titled "Should the Pigeon drive the bus?"**.** Students will state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

LANGUAGE - Instructional Best Practices

L.2.4 Students will use knowledge of prefixes to determine or clarify the meaning of unknown and multiple words. Students will read aloud book: If You Were a Prefix by Marcie Aboff.
L.2.1.C Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will use reflexive pronouns (e.g. myself, ourselves.) by completing the **Reflexive Pronouns Sorting Activity**

Grade 2 ELA Curricular Framework

UNIT 4

Text Types: Literary and Informational
Writing Genres: Opinion Writing, Narrative Writing, Shared Research Writing, Routine Writing
Unit Pacing: 4th Marking Period - **End of March - Middle of June**
Unit Summary: *Reading Workshop "Series Book Clubs":* This unit is designed to support the reading of series books. Student's comprehension is supported when they encounter familiar characters and places, book after book, throughout a series. Scaffolded learning is inherent in the reading of series books and is an alignment with the Common Core Standards. Teaching students to think across books is also good practice to set them up for working longer, multi-chapter novels. It also builds young reader's stamina. Students will draw on previously learned strategies, and develop new ones, to integrate what they know about a character (or characters) across a series. Children will use this information to understand, predict, and critique a story. They will react and pay attention to the important parts of the story and learn about how stories in series tend to go. They will pay attention to predictable structures that contain familiar, typical elements; these observations will help them predict and understand the characters better. Finally, children will learn to make decisions about what they want to study, and how they will study those things together in reading clubs.

READING Critical Knowledge and Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	WRITING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
RL.2.1/RI.2.1	*W.2.1*

Grade 2 ELA Curricular Framework

- *Utilize textual evidence to support thinking when asking and answering general questions*
- *Create questions about an important idea within the text (using who, what, where, when, why, and/or how)*

RL.2.2
- *Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables*
- *Determine what lesson the story is teaching*

RI.2.2
- *Identify the main idea and overall focus of a multi-paragraph text*
- *Determine the main idea of the text*
- *Determine the important ideas in the text*
- *Determine the details that lead to the main idea*

RI.2.3
- *Identify how different historical events, scientific ideas, or "how to" procedures link together in a text*
- *Identify text details, events, or ideas that are chronological or sequential*
- *Retell chronological or sequential text details in the appropriate order*
- *Compare and contrast ideas from the text*

RL.2.4/RI.2.4
- *Analyze how words and phrases provide meaning to a poem, story, or song*
- *Identify the parts of the poem that rhyme*
- *Identify the parts of the poem that show the beat*
- *Determine which part shows alliteration*
- *Define words and phrases specific to grade 2*

RL.2.6
- *Recognize that characters have different points of view*
- *Determine how the characters think/feel about the events*
- *Identify any characters that have similar thinking*
- *Consider the character's voice when reading out loud*
- *Describe why a character has a different point of view in a story*

RI.2.8
- *Identify the main points in a text*

- *Include an introduction statement*
- *State opinion and reasons that support the opinion*
- *Incorporate simple and compound sentence structures*
- *Use linking words (e.g., because, and, also)*
- *Describe order of events using transition words (e.g. first, next, then, last)*
- *Choose descriptive words that match thinking, feelings, and actions*
- *End with a closing statement*

W.2.3
- *Include an introduction statement*
- *Describe order of events using transition words (e.g. first, next, then, last)*
- *Choose descriptive words that match thinking, feelings, and actions*
- *Incorporate simple and compound sentence structures*
- *Use linking words (e.g., because, and, also)*
- *End with a closing statement*

W.2.5
- *Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar*
- *Utilize conferences, checklist sheets, and peer editing*
- *Reflect on writing*

W.2.6
- *Publish writing both independently and with peers using digital tools*
- *Use keyboarding techniques*

W.2.7
- *Understand their role as part of a team and the work they are required to accomplish*

W.2.8
- *Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question*
- *Take notes*

Grade 2 ELA Curricular Framework

- *Identify reasons that the author uses to support the main points in a text*
- *Evaluate how or why the author uses the reasons to support the main points in a text*

RL.2.9

- *Identify similarities and differences of events in different versions of the same story*
- *Identify similarities and differences in characters in different versions of the same story*

RI.2.9

- **Identify the most important points in two different texts on the same topic**
- *Find similarities and differences in those points when reading texts on the same topic*

RL.2.10/RI.2.10

- *Demonstrate good reading habits*
- *Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band*

RF.2.3.A, C, D, E

- *Identify typical vowel combinations*
- *Demonstrate ability to pronounce and spell words with vowel teams*
- *Utilize strategies for decoding words with affixes in texts*
- **Utilize strategies for decoding irregularly spelling-sound correspondence words in texts**
- *Utilize strategies for decoding irregularly-spelled words in texts*
- *Determine if the word looks and sounds right and makes sense*
- *Search for chunks and say them*
- *Focus on the beginning and/or end of the word and try again, when having difficulty*

RF.2.4.A, B, C

- *Understand grade-level text when reading*
- *Read grade-level text aloud, making minimal errors*
- *Use an appropriate rate when reading aloud*
- *Use appropriate expression and inflection when reading text aloud*

Grade 2 ELA Curricular Framework

● *Use appropriate self-correction strategies to read words and for understanding* ● *Reread text to better understand what was read, when necessary*	
LANGUAGE **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold* - Focus skills of this unit**	**SPEAKING & LISTENING** **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold* - Focus skills of this unit**

L.2.1.B, D, E, F
  ● *Identify irregular plural nouns used when reading, writing or speaking*
  ● *Classify plural nouns as regular or irregular*
  ● *Form and use common irregular plural nouns when writing or speaking*
  ● *Identify irregular verbs in the past tense used when writing or speaking*
  ● *Classify verbs in the past tense as regular or irregular*
  ● *Form and use common irregular verbs in the past tense when writing or speaking*
  ● *Define and identify adjectives and adverbs when reading, writing or speaking*
  ● *Classify adjectives and adverbs in sentences*
  ● *Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking*
  ● *Define and identify simple and compound sentences when reading*
  ● *Classify sentences as simple or compound*
  ● *Expand and rearrange complete, simple and compound sentences when writing and speaking*
L.2.2.B, D, E
  ● *Use commas appropriate to offset greetings and closings in letters*
  ● *Identify common spelling patterns*
  ● *Utilize common spelling patterns when writing*
  ● *Utilize reference materials and resources to correct one's own spelling*
L.2.3.A
	SL.2.1A,B,C
	  ● *Participate in a variety of grade-appropriate, collaborative, rich, structured conversations*
	  ● *Assume various roles in conversations (e.g., participant, leader, and observer)*
	  ● *Use norms of conversations (e.g., eye contact, taking turns, etc)*
	  ● *Connect comments to build on remarks of others*
	  ● *Ask questions and further explanations about topics and/or texts*
	
	SL.2.2
	  ● *Demonstrate careful listening in order to describe or recount what they heard*
	
	SL.2.3
	  ● *Ask questions about what a speaker is saying to clarify, gather or deepen understanding*
	  ● *Answer questions in order to clarify or gain further information*
	
	SL.2.5
	  ● *Utilize digital media to enhance ideas for meaning*
	  ● *Create visuals that emphasize chosen facts or details*

Grade 2 ELA Curricular Framework

- *Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English*

L.2.4.A, B, C, E
- *Use context clues to determine or clarify the meaning of unknown and multiple-meaning words*
- *Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words*
- *Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words*
- *Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words*

L.2.5.A, B
- *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences*
- *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives*

L.2.6
- **Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking**
- **Make purposeful language choices to communicate in an effective way when writing and speaking**
- **Utilize adjectives and adverbs to describe where necessary when writing and speaking**

Essential Questions:	Unit Goals/Enduring Understandings:
- How do we preview and pay close attention to the characters to become experts on a particular series books? - How do we study author's craft to generalize the character traits and storyline across books within the same series? - How do we share our love of books with others?	- Readers analyze information gathered about a character in order to make predictions about the actions of a character in books within the same series. - Readers analyze information gathered about a series in order to make predictions about other books within the same series.

Grade 2 ELA Curricular Framework

● How do readers figure out how a series goes, noticing patterns and predicting what will happen? ● How do readers grow smart ideas across different series? ● What do readers need to pay attention to so they are not surprised throughout their series book? ● How does reading a series book lead us into learning about a topic?	● Readers pay close attention to the words authors use to visualize and read the book the way the other intended it to be read. ● Readers support their opinions about books by using text evidence.
ASSESSMENTS & RESOURCES	**TECHNOLOGY INTEGRATION**
ASSESSMENTS ● Writing Benchmark ● Measuring Up Reading Benchmark ● Fountas & Pinnell Benchmark Reading Assessment ● Measuring Up Online Assessments or Paper Assessments ● Formative Fundations assessments ● *Wonders* Assessments (supplemental) ● Teacher created, standards based assessments ● Running Records ● Conference notes ● Small Group Observations ● Story Retelling Bracelet ● Teacher-student conferences including: individual, small group, strategy group, and guided reading Daily observation of students' participation during the active engagement segment of each mini-lesson. ● Students' conversation with partners during Turn and Talk segment of mini-lessons ● Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example) ● Teacher-student conferences ● Reading logs, Reader's Notebooks, and other evidence of students improving skills MENTOR TEXTS: ● *Days with Frog and Toad* series	**STANDARDS** **8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.** **8.1.2.A.2 Create a document using a word processing application.** **8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.** **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).** **8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.** **8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.** **8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.** **8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.** **8.2.2.B.1 Identify how technology impacts or improves life.** **8.2.2.E.1 List and demonstrate the steps to an everyday task.** The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills. ● Google Classroom ● Google Docs ● Google Slides

Grade 2 ELA Curricular Framework

- *Pinky and Rex and the Bully*
- *The Stories Julian Tells* by Ann Cameron
- *Magic Tree House* series
- *Poppelton* by C. Rylant
- *Amelia Bedilia* by P. Parish
- *Benny and Watch* by G. Warner
- *Nate the Great* by M. Sharmat

RESOURCES
- *Fundations*
- *Lucy Calkins Writing Workshop*
- *Lucy Calkins Reading Workshop*
- *Wonders* Anthology (supplemental)
- Book Club Sample Rubric
- Assessment Form for Book Clubs
- Book Club Discussion Topics
- Other mentor texts that can be supplemented and used to teach skills/strategies in Unit 4:
    - **Series Fiction Books : (2 or 4 of each)**
    - *Days with Frog and Toad* by Arnold Lobel
    - *Frog and Toad Together* by Arnold Lobel
    - *Frog and Toad are Friends* by Arnold Lobel
    - *Frog and Toad All Year* by Arnold Lobel
    - *Mercy Watson Goes for a Ride*
    - *Mercy Watson Fights Crime*
    - *Mercy Watson Something Wonky This Way Comes*
    - *Poppleton Everyday* by Cynthia Rylant
    - *Cam Jansen and the Scary Snake Mystery*
    - *Cam Jansen and the Tennis Trophy Mystery*
    - *Cam Jansen and the Mystery of the Carnival Prize*
    - *Cam Jansen and the Tennis Trophy Mystery*
    - *Henry and Mudge*
    - *Magic Tree House*
    - *Horrible Harry and the Ant Invasion*
    - *Horrible Harry and the Green Slime*

- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

Grade 2 ELA Curricular Framework

- ○ *Hi, Fly Guy!*
- ○ *Super Fly Guy*
- ○ *Poppleton in Winter*
- ○ *Poppleton in Spring*
- ○ *Pinky and Rex*
- ○ *Pinky and Rex and the Spelling Bee*
- ○ *Mr. Putter and Tabby Pour the Tea*
- ○ *Mr. Putter and Tabby Walk the Dog*
- ○ *Ready Freddy*

Series Books by Level
Levels L/M (readers at benchmark)
- ● *Magic Treehouse*
- ● *Cam Jansen*
- ● *Junie B. Jones*
- ● *Horrible Harry*
- ● *Ready Freddy*

Levels D-K (readers below benchmark)
- ● *Frog and Toad Fly Guy*
- ● *Mr. Putter and Tabby*
- ● *Biscuit*
- ● *Danny and the Dinosaur*

Levels N-P (readers above benchmark)
- ● *The Stories Julian Tells*
- ● *A-Z Mysteries*
- ● *Jigsaw Jones*
- ● *Amber Brown*
- ● *Ramona Quimby*
- ● *Encyclopedia Brown*

Second Grade Student Center Activities Link

Grade 2 ELA Curricular Framework

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:
VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.
VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.
VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.
VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Grade 2 ELA Curricular Framework

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.
HPE2.1.2.C.3 Determine how personal feelings can affect one's wellness.
HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE2.5.2.A.4 Correct movement errors in response to feedback

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

KEY VOCABULARY

Key vocabulary may include but are not limited to:
schema, connecting, connections, series, critique, questioning, synthesizing, determining theme
folktale, fable, vocabulary, adjective, adverb, chronological, compare, contrast

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners

Grade 2 ELA Curricular Framework

- WIDA Can Do Descriptors for Grades 2-3*
- WIDA Essential Actions Handbook
- FABRIC Paradigm
- Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

- New Jersey Tiered System of Supports
- National Center on Universal Design for Learning - About UDL
- UDL Checklist
- UDL Key Terms

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education
Small group/One to one, Large print textbooks, Additional time, Review of directions, Student restates information, Student provides oral responses, Concrete examples, Support auditory presentations with visuals, Assistance in maintaining uncluttered space, Space for movement or breaks, Extra visual and verbal cues and prompts, Quiet space to calm down/relax, Preferential seating, Reduction of distractions, Hands-on activities, Follow a routine/schedule Alternate quiet and active time, Teach time management skills, Rest breaks, Verbal and visual cues regarding directions and staying on task, Checklists, Immediate feedback, Work-in-progress check

Presentation accommodations:
- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker

- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 2 ELA Curricular Framework

- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies

Grade 2 ELA Curricular Framework

Personal Agendas	Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Varied Product Choices Stations/Centers Work Alone/Together

READING - Instructional Best Practices/Lesson Notes/Anchor Charts

- RL.2.6 Session 5 break into 3 days (Day 1: Readers Collect Information About Characters, Day 2: Use What They Know about the Character to Predict, Day 3: Readers Use What They Know about the Character to Predict/Notice when Characters Act Out of Character)
- RL.2.6 After Session 13, 2 days of supplemental lessons on Secondary Characters

Anchor Charts
- Book Clubs
- Powerful Book Club Conversations
- RL 2.6 Character Analysis
- RL 2.2 Characters Change

WRITING - Instructional Best Practices

W.2.1 Students will create Poetry Journals. They will read and discuss a variety of poems before responding to the poems by cutting out and pasting evidence into individual journals and writing their reflections.

LANGUAGE - Instructional Best Practices

L.2.4 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade two reading and content, choosing flexibly from an array of strategies by completing the Multiple Meaning Words Activity, identifying words with multiple meanings, providing illustrations, explaining the differences, and using the words in independent or combined sentences.