

**TOMS RIVER REGIONAL SCHOOLS
ENGLISH LANGUAGE ARTS CURRICULUM**

Content Area: English Language Arts

Grade Level: 2

Course Title: ELA Reader's & Writer's Workshop

Unit 1

Start Smart/Unit 1: Friends & Family

Fiction/Fable, Fantasy, Realistic Fiction, Narrative Non-Fiction, Expository Text, Phonics, Phonemic Awareness, Vocabulary, Open-Ended Questions, Narrative Writing

September- October

Unit 2: Animal Discoveries

Realistic Fiction, Fable, Narrative Non Fiction, Expository Text, Poetry, Phonics, Phonemic Awareness, Vocabulary, Open Ended Questions, Narrative/Opinion Writing

November - December

Unit 3: Live and Learn

Expository Text, Fiction, Narrative Non-Fiction, Phonics, Phonemic Awareness, Vocabulary, Opinion Writing, Informative/ Explanatory Text ("How-To") Writing

January - February

Unit 4: Our Life Our World

Expository Text, Realistic Fiction, Folk Tale/Drama, Poetry/Free Verse, Phonics, Phonemic Awareness, Vocabulary, Informational Text Writing

March - April

Unit 5: Let's Make A Difference

Realistic Fiction, Fiction, Biography, Expository Text, Phonics, Phonemic Awareness, Vocabulary, Informational Text Writing

April - May

Unit 6: How On Earth?

Myth, Expository Text, Poetry, Phonics, Phonemic Awareness, Vocabulary, Poetry Writing

May - June

Date Created: July 22, 2014

Board Approved on: September 16, 2014

Content Area: English Language Arts	
Unit Title: Start Smart/Unit 1: Friends & Family	
Target Course/Grade Level: Second	
Unit Summary: Fiction/Fable, Fantasy, Realistic Fiction, Narrative Non-Fiction, Expository Text, Phonics, Phonemic Awareness, Vocabulary, Open-Ended Questions	
<p>Narrative Writing</p> <ul style="list-style-type: none"> • Identify and understand elements of fiction • Implementation of writing process • Identify and understand elements of narrative writing 	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Social Studies http://www.state.nj.us/education/cccs/standards/6/ • Science http://www.state.nj.us/education/cccs/standards/5/index.html • Technology http://www.state.nj.us/education/cccs/standards/9/index.html 	
<p>21st century themes: Standard 9.1</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Collaboration, Teamwork, and Leadership • Cross-Cultural Understanding and Interpersonal Communication • Communication and Media Fluency • Accountability, Productivity, and Ethics 	
Learning Targets	
Content Standards: RL.2.1, RL.2.3, RL.2.5, RL.2.7, RF.2.3, RF.2.4, RI.2.1, RI.2.2, W.2.3, W.2.5, W.2.6, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.1.F, L.2.2.A, L.2.2.D, L.2.4, L.2.5, L.2.6	
Number	Common Core Standard for Mastery

RL.2.1	Ask and answer such questions as who, what, where, when why, and how to demonstrate understanding of key details in a text.
RL. 2.3	Describe how characters in a story respond to major events and challenges
RL. 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL. 2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.2.1	Ask and answer such questions as Who, What, Where, When, Why and How to demonstrate understanding of key details and texts.
RI.2.2	Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the texts.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1.F	Produce, expand, and rearrange complete, simple and compound sentences. (<i>e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
L.2.2.A	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2.D	Generalize learned spelling patterns when writing words
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? <p>Writing:</p> <ul style="list-style-type: none"> • Does my story make sense? Is it complete (beginning, middle, and end)? • How do purpose and audience affect the rules I follow and choices I make as I write? • Can I use a variety of purposes to communicate my ideas in writing? <p>Language:</p> <p>How can we communicate ideas in a way that others will understand?</p> <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Can I listen and respond to what I hear? • How can I become a better listener and speaker? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for a purpose. <p>Language:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators.
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Unit Learning Target – Objectives

Reading:

In the area of literary text, the student will:

- be exposed to different literary genres: Fiction/Fable, Fantasy, Realistic Fiction, Narrative Non-Fiction, Expository Text
- learn (enjoy/listen to) a variety of books, chants, songs
- Target Skill/Strategy: visualization, ask and answer questions, identify character, setting and events, identify key details
- retell stories
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)
- distinguish between fiction and non-fiction

In the area of comprehension, the student will learn the following skills/strategies:

- Target Skill/Strategy: visualization, ask and answer questions, identify character, setting and events, identify key details
- make connections to their lives or other stories.
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate “just right” reading materials
- preview text to establish an initial impression of what the book is about (predicting)

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one Unit strategy/skill and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks

Unit Learning Target – Objectives

- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of Unit genres
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

Writing:

In the area of sentence structure, the student will:

- differentiate between complete sentences and sentence fragments

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance

Unit Learning Target – Objectives

- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

In the area of narrative writing, the student will:

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentence (beginnings)
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

Evidence of Learning

Formative/Summative Assessments:

- Journal
- Class discussion
- Literary Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Suggestive: Timed Readings/Comprehension & Fluency
- Questioning
- Response to Reading
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- Running Records
- Teacher-made assessments/quizzes
- Writers Workshop / Conferencing
- Participation and Observation
- Daily work.
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals for key vocabulary
- Teacher reads aloud daily (model)
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Evidence of Learning

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow modifications to assessments and classwork, according to IEP modifications/504 Plan
- Preferable seating
- Follow all IEP modifications/504 plan
- Check for Understanding
- Highlight Key Details
- Reword instruction and direction
- Provide, if needed, graphic organizers/visual aids

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center/stations
- Organize integrated problem-solving simulations
- Debrief students
- Extend activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals, Folders & Notebooks/Binders
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand
- Teacher-choice writing paper
- Homework assignment book

Teacher Resources/Tools:

- McGraw-Hill Reading - Wonders
- Daily Five
- Leveled Readers: Wonders Kit, Online Readers Through McGraw-Hill Wonders, Running Records
- Classroom Library Reading Materials
- Writer's Workshop

Reading

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.songsforteaching.com/kidzup/vowels.htm>
<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopir.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Writing

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.suite101.com/content/writing-poems-with-kids-a23148>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>
<http://pps.k12.or.us>

Unit 2 Overview	
Content Area: English Language Arts	
Unit Title: Unit 2: Animal Discoveries	
Target Course/Grade Level: Second	
<p>Unit Summary: Realistic Fiction, Fable, Narrative Non-Fiction, Expository Text, Poetry, Phonics, Phonemic Awareness, Vocabulary, Open-Ended Questions, Narrative/Opinion Writing (<i>in the form of letters and/or essays</i>)</p> <p>Narrative/Opinion Writing</p> <ul style="list-style-type: none"> • Identify and understand elements of fiction • Implementation of writing process • Identify and understand elements of narrative and opinion writing <p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Social Studies http://www.state.nj.us/education/cccs/standards/6/ • Science http://www.state.nj.us/education/cccs/standards/5/index.html • Technology http://www.state.nj.us/education/cccs/standards/9/index.html <p>21st century themes: Standard 9.1</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Collaboration, Teamwork, and Leadership • Cross-Cultural Understanding and Interpersonal Communication • Communication and Media Fluency • Accountability, Productivity, and Ethics 	
Content Standards: RL.2.2, RL.2.3, RF.2.3, RF.2.4, RI.2.1, RI.2.2, W.2.1, W.2.3, W.2.5, W.2.6, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.2.B, L.2.4, L.2.5, L.2.6	
Number	Common Core Standard for Mastery

RL.2.2	Recount stories, including fables and folk tales from diverse cultures, and determine their central message, lesson, or moral.
RL. 2.3	Describe how characters in a story respond to major events and challenges
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.2.1	Ask and answer such questions as Who, What, Where, When, Why and How to demonstrate understanding of key details and texts.
RI.2.2	Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the texts.
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also,) to connect opinion and reasons, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1.F	Produce, expand, and rearrange complete, simple and compound sentences. (<i>e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
L.2.2.B	Use commas in greetings and closings of letters
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Unit Essential Questions	Unit Enduring Understandings
<p>Reading:</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? <p>Writing:</p> <ul style="list-style-type: none"> • Does my story make sense? Is it complete (beginning, middle, and end)? • How do purpose and audience affect the rules I follow and choices I make as I write? • Can I use a variety of purposes to communicate my ideas in writing? <p>Language:</p> <p>How can we communicate ideas in a way that others will understand?</p> <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Can I listen and respond to what I hear? • How can I become a better listener and speaker? 	<p><i>Students will understand that...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for a purpose. <p>Language:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators.

Unit Learning Target – Objectives

Reading:

In the area of literary text, the student will:

- be exposed to different literary genres: Realistic Fiction, Fable, Narrative Non-Fiction, Expository Text, Poetry
- learn (enjoy/listen to) a variety of books, chants, songs
- Target Skill/Strategy: make, confirm and revise predictions, re-read, character, setting, plot, event, main topic/key details.
- retell stories
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)
- distinguish between fiction and non-fiction

In the area of comprehension, the student will learn the following skills/strategies:

- Target Skill/Strategy: make, confirm and revise predictions, re-read, character, setting, plot, event, main topic/key details.
- make connections to their lives or other stories.
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate “just right” reading materials
- preview text to establish an initial impression of what the book is about (predicting)

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one Unit strategy/skill and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks

Unit Learning Target – Objectives

- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of Unit genres
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

Writing:

In the area of sentence structure, the student will:

- identify and apply nouns (*singular & plural, possessive*)

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year, in a series, and a friendly letter.
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience

Unit Learning Target – Objectives

- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing
- use conjunctions in opinion writing

In the area of narrative/opinion writing (in the form of letters and/or essays), the student will:

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentences
- create an interesting lead sentence(hook), state the opinion, supply reasons to support opinion, and provide a closing (wrap-up) sentence

Formative/Summative Assessments:

- Journal
- Class discussion
- Literary Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Suggestive: Timed Readings/Comprehension & Fluency
- Questioning
- Response to Reading
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- Running Records
- Teacher-made assessments/quizzes
- Writers Workshop / Conferencing
- Participation and Observation
- Daily work.
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals for key vocabulary
- Teacher reads aloud daily (model)
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow modifications to assessments and classwork, according to IEP modifications/504 Plan
- Preferable seating
- Follow all IEP modifications/504 plan
- Check for Understanding
- Highlight Key Details
- Reword instruction and direction
- Provide, if needed, graphic organizers/visual aids

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center/stations
- Organize integrated problem-solving simulations
- Debrief students
- Extend activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals, Folders & Notebooks/Binders
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand
- Teacher-choice writing paper
- Homework assignment book

Teacher Resources/Tools:

- McGraw-Hill Reading - Wonders
- Daily Five
- Leveled Readers: Wonders Kit, Online Readers Through McGraw-Hill Wonders, Running Records
- Classroom Library Reading Materials
- Writer's Workshop

Reading

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.songsforteaching.com/kidzup/vowels.htm>
<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopjr.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Writing

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.suite101.com/content/writing-poems-with-kids-a23148>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>
<http://pps.k12.or.us>

Unit 3 Overview	
Content Area: English Language Arts	
Unit Title: Unit 3: Live and Learn	
Target Course/Grade Level: Second	
<p>Unit Summary: Expository, Fiction, Narrative Non-Fiction, Phonics, Phonemic Awareness, Vocabulary, Open-Ended Questions</p> <p>Opinion Writing, Informative/Explanatory Text (“How-To”) Writing</p> <ul style="list-style-type: none"> • Identify and understand elements of fiction and non-fiction • Implementation of writing process • Identify and understand elements of informational texts <p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Social Studies http://www.state.nj.us/education/cccs/standards/6/ • Science http://www.state.nj.us/education/cccs/standards/5/index.html • Technology http://www.state.nj.us/education/cccs/standards/9/index.html <p>21st century themes: Standard 9.1</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Collaboration, Teamwork, and Leadership • Cross-Cultural Understanding and Interpersonal Communication • Communication and Media Fluency • Accountability, Productivity, and Ethics 	
Content Standards: RL.2.4, RL.2.5, RL.2.6, RF.2.3, RF.2.4, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.4, L.2.5, L.2.6, RI.2.1, RI.2.2, RI.2.5, RI.2.7, RI.2.8	
Number	Common Core Standard for Mastery

RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem or song (e.g., regular beats, alliterations, rhymes, repeated lines).
RL. 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
RI.2.1	Ask and answer such questions as Who, What, Where, When, Why and How to demonstrate understanding of key details and texts.
RI.2.2	Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the texts.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.

<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? <p>Writing:</p> <ul style="list-style-type: none"> • Does my story make sense? Is it complete (beginning, middle, and end)? • How do purpose and audience affect the rules I follow and choices I make as I write? • Can I use a variety of purposes to communicate my ideas in writing? <p>Language:</p> <p>How can we communicate ideas in a way that others will understand?</p> <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Can I listen and respond to what I hear? • How can I become a better listener and speaker? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for a purpose. <p>Language:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators.
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Unit Learning Target – Objectives

Reading:

In the area of literary text, the student will:

- be exposed to different literary genres: Expository, Fiction, Narrative Non-Fiction, Phonics, Phonemic Awareness, Vocabulary, Open-Ended Questions
- learn (enjoy/listen to) a variety of books, chants, songs
- Target Skill/Strategy: Author's Purpose, Character, Setting, Plot Sequence, Main Idea/Key Details, Re-read, Ask and Answer Questions
- retell stories
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)
- distinguish between fiction and non-fiction

In the area of comprehension, the student will learn the following skills/strategies:

- Target Skill/Strategy: Author's Purpose, Character, Setting, Plot Sequence, Main Idea/Key Details, Re-read, Ask and Answer Questions
- make connections to their lives or other stories.
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate "just right" reading materials
- preview text to establish an initial impression of what the book is about (predicting)

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. nonfiction
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one Unit strategy/skill and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks

Unit Learning Target – Objectives

- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of Unit genres
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

Writing:

In the area of sentence structure, the student will:

- identify and apply appropriate verbs (action, past, present and future tense, verb Have)
- confirming and rearranging sentences

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience

Unit Learning Target – Objectives

- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

In the area of Opinion Writing, Informative/Explanatory Text (“How-To”) Writing, the student will:

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentences
- create an interesting lead sentence(hook), transition words and a closing(wrap-up) sentence

Evidence of Learning

Formative/Summative Assessments:

- Journal
- Class discussion
- Literary Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Suggestive: Timed Readings/Comprehension & Fluency
- Questioning
- Response to Reading
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- Running Records
- Teacher-made assessments/quizzes
- Writers Workshop / Conferencing
- Participation and Observation
- Daily work.
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals for key vocabulary
- Teacher reads aloud daily (model)
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow modifications to assessments and classwork, according to IEP modifications/504 Plan
- Preferable seating
- Follow all IEP modifications/504 plan
- Check for Understanding
- Highlight Key Details
- Reword instruction and direction
- Provide, if needed, graphic organizers/visual aids

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center/stations
- Organize integrated problem-solving simulations
- Debrief students
- Extend activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals, Folders & Notebooks/Binders
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand
- Teacher-choice writing paper
- Homework assignment book

Teacher Resources/Tools:

- McGraw-Hill Reading - Wonders
- Daily Five
- Leveled Readers: Wonders Kit, Online Readers Through McGraw-Hill Wonders, Running Records
- Classroom Library Reading Materials
- Writer's Workshop

Reading

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.songsforteaching.com/kidzup/vowels.htm>
<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopir.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Writing

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.suite101.com/content/writing-poems-with-kids-a23148>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>
<http://pps.k12.or.us>

Unit 4 Overview	
Content Area: English Language Arts	
Unit Title: Unit 4: Our Life Our World	
Target Course/Grade Level: Second	
Unit Summary: Expository Text, Realistic Fiction, Folk Tale/Drama, Poetry/Free Verse	
<p>Informational Text Writing:</p> <ul style="list-style-type: none"> • Identify and understand elements of non-fiction (navigators, types of print, visual features) • Implementation of writing process • Identify and understand elements of informational texts <p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Social Studies http://www.state.nj.us/education/cccs/standards/6/ • Science http://www.state.nj.us/education/cccs/standards/5/index.html • Technology http://www.state.nj.us/education/cccs/standards/9/index.html <p>21st century themes: Standard 9.1</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Collaboration, Teamwork, and Leadership • Cross-Cultural Understanding and Interpersonal Communication • Communication and Media Fluency • Accountability, Productivity, and Ethics 	
Learning Targets	
Content Standards: RL.2.3, RL.2.5, RF.2.3, RF.2.4, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.4, L.2.5, L.2.6, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	
Number	Common Core Standard for Mastery

RL.2.3	Describe how characters in a story respond to major events and challenges.
RL. 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
RI.2.1	Ask and answer such questions as Who, What, Where, When, Why and How to demonstrate understanding of key details and texts.
RI.2.2	Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the texts.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? <p>Writing:</p> <ul style="list-style-type: none"> • Does my story make sense? Is it complete (beginning, middle, and end)? • How do purpose and audience affect the rules I follow and choices I make as I write? • Can I use a variety of purposes to communicate my ideas in writing? <p>Language:</p> <p>How can we communicate ideas in a way that others will understand?</p> <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Can I listen and respond to what I hear? • How can I become a better listener and speaker? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Effective readers use appropriate strategies as needed to construct meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for a purpose. <p>Language:</p> <ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • An understanding of Standard American English helps us understand what we read and what we hear. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators.
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Unit Learning Target – Objectives

Reading:

In the area of literary text, the student will:

- be exposed to different literary genres: Expository Text, Realistic Fiction, Folk Tale/Drama, Poetry/Free Verse
- learn (enjoy/listen to) a variety of books, chants, songs
- Target Skill/Strategy: Connections within text, Compare and Contrast, Cause and Effect, Plot compare and contrast, Theme, Re-read, Visualize
- retell stories
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)
- distinguish between fiction and non-fiction

In the area of comprehension, the student will learn the following skills/strategies:

- Target Skill/Strategy: Connections within text, Compare and Contrast, Cause and Effect, Plot compare and contrast, Theme, Re-read, Visualize
- make connections to their lives or other stories.
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate “just right” reading materials
- preview text to establish an initial impression of what the book is about (predicting)

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. non-fiction text
- identify text features and text images
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one Unit strategy/skill and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks

Unit Learning Target – Objectives

- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of Unit genres
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

Writing:

In the area of sentence structure, the student will:

- identify and apply linking verbs, helping verbs, irregular verbs and contractions

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance

Unit Learning Target – Objectives

- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

In the area of Informational Text Writing, the student will:

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentences
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence
- write and develop an idea including a main topic with descriptive details
- create main purpose for informational text, use meaningful 2nd grade vocabulary in context
- use text features/images

Evidence of Learning

Formative/Summative Assessments:

- Journal
- Class discussion
- Literary Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Suggestive: Timed Readings/Comprehension & Fluency
- Questioning
- Response to Reading
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- Running Records
- Teacher-made assessments/quizzes
- Writers Workshop / Conferencing
- Participation and Observation
- Daily work.
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals for key vocabulary
- Teacher reads aloud daily (model)
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow modifications to assessments and classwork, according to IEP modifications/504 Plan
- Preferable seating
- Follow all IEP modifications/504 plan
- Check for Understanding
- Highlight Key Details
- Reword instruction and direction
- Provide, if needed, graphic organizers/visual aids

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center/stations
- Organize integrated problem-solving simulations
- Debrief students
- Extend activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals, Folders & Notebooks/Binders
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand
- Teacher-choice writing paper
- Homework assignment book

Teacher Resources/Tools:

- McGraw-Hill Reading - Wonders
- Daily Five
- Leveled Readers: Wonders Kit, Online Readers Through McGraw-Hill Wonders, Running Records
- Classroom Library Reading Materials
- Writer's Workshop

Reading

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.songsforteaching.com/kidzup/vowels.htm>
<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopjr.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Writing

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.suite101.com/content/writing-poems-with-kids-a23148>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>
<http://pps.k12.or.us>

Unit 5 Overview	
Content Area: English Language Arts	
Unit Title: Start Smart/Unit 5: Let's Make A Difference	
Target Course/Grade Level: Second	
Unit Summary: Realistic Fiction, Fiction, Biography, Expository Text	
<p>Informational Text Writing:</p> <ul style="list-style-type: none"> • Identify and understand elements of non-fiction (navigators, types of print, visual features) • Implementation of writing process • Identify and understand elements of informational texts <p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Social Studies http://www.state.nj.us/education/cccs/standards/6/ • Science http://www.state.nj.us/education/cccs/standards/5/index.html • Technology http://www.state.nj.us/education/cccs/standards/9/index.html <p>21st century themes: Standard 9.1</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Collaboration, Teamwork, and Leadership • Cross-Cultural Understanding and Interpersonal Communication • Communication and Media Fluency • Accountability, Productivity, and Ethics 	
Learning Targets	
Content Standards: RL.2.3, RL.2.4, RL.2.5, RL.2.6, RF.2.3, RF.2.4, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.4, L.2.5, L.2.6, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	
Number	Common Core Standard for Mastery

RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
RL. 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences</p> <p>Recognize and read grade-appropriate irregularly spelled words</p>
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <p>Read grade-level text with purpose and understanding</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
RI.2.1	Ask and answer such questions as Who, What, Where, When, Why and How to demonstrate understanding of key details and texts.
RI.2.2	Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the texts.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

Reading:

- What are my strategies for reading text and how do I know they are working?
- What skills and strategies can I use to become a more effective reader?

Writing:

- Does my story make sense? Is it complete (beginning, middle, and end)?
- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Language:

How can we communicate ideas in a way that others will understand?

Listening & Speaking:

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Unit Enduring Understandings

Students will understand that...

Reading:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for a purpose.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening & Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Unit Learning Target – Objectives

Reading:

In the area of literary text, the student will:

- be exposed to different literary genres: Realistic Fiction, Fiction, Biography, Expository Text
- learn (enjoy/listen to) a variety of books, chants, songs
- Target Skill/Strategy: Point of View, Connections within text: Sequence and Cause and Effect, Plot: Problem and Solution, Summarize, Make, Confirm and Revise Predictions.
- retell stories
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)
- distinguish between fiction and non-fiction

In the area of comprehension, the student will learn the following skills/strategies:

- Target Skill/Strategy: Point of View, Connections within text: Sequence and Cause and Effect, Plot: Problem and Solution, Summarize, Make, Confirm and Revise Predictions.
- make connections to their lives or other stories.
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate “just right” reading materials
- preview text to establish an initial impression of what the book is about (predicting)

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. non-fiction text
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one Unit strategy/skill and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks

Unit Learning Target – Objectives

- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of Unit genres
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

Writing:

In the area of sentence structure, the student will:

- identify and apply pronouns: I, me, we, us, possessive pronouns, contractions, pronoun/verb agreement

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance

Unit Learning Target – Objectives

- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

In the area of Informational Text Writing, the student will:

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentences
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence
- write and develop an idea including a main topic with descriptive details
- create main purpose for informational text, use meaningful 2nd grade vocabulary in context
- use text features/images

Evidence of Learning

Formative/Summative Assessments:

- Journal
- Class discussion
- Literary Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Suggestive: Timed Readings/Comprehension & Fluency
- Questioning
- Response to Reading
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- Running Records
- Teacher-made assessments/quizzes
- Writers Workshop / Conferencing
- Participation and Observation
- Daily work.
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals for key vocabulary
- Teacher reads aloud daily (model)
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow modifications to assessments and classwork, according to IEP modifications/504 Plan
- Preferable seating
- Follow all IEP modifications/504 plan
- Check for Understanding
- Highlight Key Details
- Reword instruction and direction
- Provide, if needed, graphic organizers/visual aids

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center/stations
- Organize integrated problem-solving simulations
- Debrief students
- Extend activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals, Folders & Notebooks/Binders
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand
- Teacher-choice writing paper
- Homework assignment book

Teacher Resources/Tools:

- McGraw-Hill Reading - Wonders
- Daily Five
- Leveled Readers: Wonders Kit, Online Readers Through McGraw-Hill Wonders, Running Records
- Classroom Library Reading Materials
- Writer's Workshop

Reading

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<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopir.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Writing

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<http://www.proteacher.com/070037.shtml>
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<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>
<http://pps.k12.or.us>

Unit 6 Overview

Content Area: English Language Arts

Unit Title: Unit 6: How on Earth?

Target Course/Grade Level: Second

Unit Summary: Myth, Expository Text, Poetry: Rhyming Poems

Poetry Writing:

- Identify and understand elements of fiction and non-fiction
- Implementation of writing process
- Identify and understand elements of informational texts

Primary interdisciplinary connections:

- Social Studies

<http://www.state.nj.us/education/cccs/standards/6/>

- Science

<http://www.state.nj.us/education/cccs/standards/5/index.html>

- Technology

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st century themes: Standard 9.1

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Content Standards: RL.2.2, RL.2.3, RL.2.4, RL.2.5, RF.2.3, RF.2.4, W.2.1, W.2.3, W.2.5, W.2.6, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.4, L.2.5, L.2.6, RI.2.1, RI.2.2, RI.2.5, RI.2.7, RI.2.8, RI.2.10

Number

Common Core Standard for Mastery

RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
RL. 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.1	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
RI.2.1	Ask and answer such questions as Who, What, Where, When, Why and How to demonstrate understanding of key details and texts.
RI.2.2	Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the texts.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

Reading:

- What are my strategies for reading text and how do I know they are working?
- What skills and strategies can I use to become a more effective reader?

Writing:

- Does my story make sense? Is it complete (beginning, middle, and end)?
- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Language:

How can we communicate ideas in a way that others will understand?

Listening & Speaking:

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Unit Enduring Understandings

Students will understand that...

Reading:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for a purpose.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening & Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Unit Learning Target – Objectives

Reading:

In the area of literary text, the student will:

- be exposed to different literary genres: Myth, Expository Text, Poetry: Rhyming Poems
- learn (enjoy/listen to) a variety of books, chants, songs
- Target Skill/Strategy: Theme, Author’s Purpose, Main Idea and Key Details, Connections within text: Problem and Solution, Point of View, Re-read, Summarize
- retell stories
- identify cover, title, author, illustrator of book
- sequence events (beginning, middle, end)
- distinguish between fiction and non-fiction

In the area of comprehension, the student will learn the following skills/strategies:

- Target Skill/Strategy: Theme, Author’s Purpose, Main Idea and Key Details, Connections within text: Problem and Solution, Point of View, Re-read, Summarize
- make connections to their lives or other stories.
- use prior knowledge

Before Reading:

- make predictions based on prior knowledge and preview of text
- describe illustrations in a book (picture walk)
- set purpose for reading
- identify and demonstrate an awareness of text features
- apply effective strategies for self-selected reading based on difficulty, interest, topic, etc. by selecting appropriate “just right” reading materials
- preview text to establish an initial impression of what the book is about (predicting)

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. non-fiction text
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- make text-to-self connections
- make text-to-text connections
- make text-to-world connections
- use more than one Unit strategy/skill and substitute another word that makes sense, sounding out words, decoding beginning sounds and word chunks

Unit Learning Target – Objectives

- confirm/alter predictions based on evidence from the text
- identify character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions (in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- be aware of text features
- visualize: create images in their mind to represent the ideas in the text
- infer: begin to use personal knowledge to construct meaning beyond what is literally stated

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of Unit genres
- identify characters, setting, and main idea
- make connections to their lives or other stories.
- use prior knowledge
- check for understanding to make sure all questions have been answered
- with prompting and support, revisit the text to respond to reading (orally)
- identify key elements and condense important information into their own words

Writing:

In the area of sentence structure, the student will:

- identify and apply adjectives, comparative adjectives, adverbs, prepositional phrases, articles: this, that, these those

In the area of punctuation and capitalization, the student will:

- capitalize titles (first, last and all other important words)
- punctuate end of sentence correctly (.?!)
- capitalize first word in a sentence.
- be exposed to commas between city and state, day and year
- understand that punctuation enhances communication
- use a combination of conventional spelling and invented spelling for unfamiliar words

In the area of the writing process, the student will:

- uses a variety of prewriting techniques (brainstorming)
- choose a topic
- write first drafts and revise by adding details and ideas
- create legible final drafts and share with an audience
- edit with assistance

Unit Learning Target – Objectives

- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- write from left-to-right, top-to-bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- starting to take a risk with writing

In the area of Poetry Writing, the student will:

- see a purpose for writing- entertain, inform, keep audience in mind
- retell an experience orally
- use a variety of sentences
- use words and phrases that give rhyme and meaning to poems (alliterations, rhythm and rhyme and repetition)
- create an interesting lead sentence(hook) and a closing(wrap-up) sentence

Evidence of Learning

Formative/Summative Assessments:

- Journal
- Class discussion
- Literary Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Suggestive: Timed Readings/Comprehension & Fluency
- Questioning
- Response to Reading
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- Running Records
- Teacher-made assessments/quizzes
- Writers Workshop / Conferencing
- Participation and Observation
- Daily work.
- Anecdotal notes

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals for key vocabulary
- Teacher reads aloud daily (model)
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow modifications to assessments and classwork, according to IEP modifications/504 Plan
- Preferable seating
- Follow all IEP modifications/504 plan
- Check for Understanding
- Highlight Key Details
- Reword instruction and direction
- Provide, if needed, graphic organizers/visual aids

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center/stations
- Organize integrated problem-solving simulations
- Debrief students
- Extend activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals, Folders & Notebooks/Binders
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand
- Teacher-choice writing paper
- Homework assignment book

Teacher Resources/Tools:

- McGraw-Hill Reading - Wonders
- Daily Five
- Leveled Readers: Wonders Kit, Online Readers Through McGraw-Hill Wonders, Running Records
- Classroom Library Reading Materials
- Writer's Workshop

Reading

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.songsforteaching.com/kidzup/vowels.htm>
<http://www.trcab.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopir.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.readinglady.com>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Writing

<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml>
<http://www.suite101.com/content/writing-poems-with-kids-a23148>
http://www.commoncore.org/maps/index.php/maps/grades/grade_1/
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.writemorestuff.com/pages/activities.html>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
<http://www.writingfix.com/>
<http://www.zoodles.com/free-online-kids-games/first-1st-grade>
<http://www.storylineonline.net/>
<http://pps.k12.or.us>