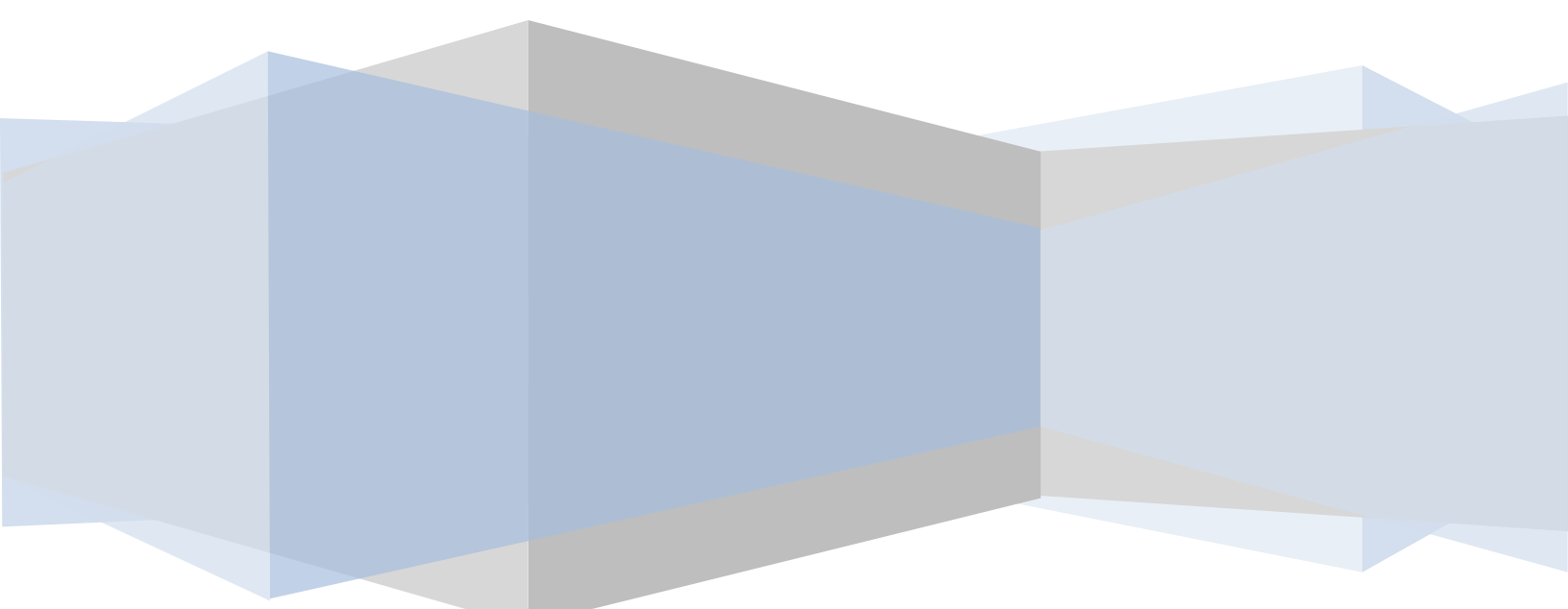


Lebanon Borough Public School

English Language Arts

Curriculum Guide

Grade 2

A decorative graphic at the bottom of the page consisting of several overlapping, semi-transparent geometric shapes in shades of blue and grey, creating a layered, architectural effect.

Approved by the Lebanon Borough BOE
December 10, 2020/Revised:

Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief by incorporating the Common Core ELA Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 2 English Language Arts students in the Lebanon Borough Public School:

- *Can read various texts with ease and understanding. (RL.2.10)*
- *Can read and understand informational texts. (RI.2.10)*
- *Can use word study and phonics to read words. (RF.2.3)*
- *Can read aloud with accuracy and expression. (RF.2.4)*
- *Can read with purpose and understanding. (RF.2.4a)*
- *Can comprehend while reading with accuracy and fluency. (RF.2.4b)*
- *Can take part in group discussions. (SL.2.1)*
- *Can produce complete sentences. (SL.2.6)*
- *Can make good word choices when writing or speaking. (L.2.1)*
- *Can follow the rules about words and sentences when I write. (L.2.2)*
- *Can use what I have learned about good language when writing, speaking, reading, or listening. (L.2.3)*
- *Can use new words that I have learned. (L.2.6)*

Lebanon Borough Public School Instructional Unit						
Content:	English Language Arts – Reading				Grade:	2
Trimester:	1	Unit Title:	Establishing the Literacy Classroom: Reading		Pacing:	4 weeks
ESSENTIAL QUESTION						
<ul style="list-style-type: none"> How can I become a strong and independent reader? 						
TARGET STANDARDS						
ELA NJSLS	I Can...					
RL.2.1	Ask and answer questions about a text					
RL.2.2	Retell stories with understanding					
SL.2.1	Take part in group discussions					
SL.2.6	Produce complete sentences					
RL.2.5	Describe the events of a story and their purposes					
RF.2.4a	Read with purpose and understanding					
RF.2.3	Use word study and phonics skills to read words					
RF.2.3e	Name words that are spelled differently from how they sound					
RF.2.3a	Tell the difference between long and short vowels					
RF.2.3f	Read words that are spelled irregularly					
RF.2.4	Figure out the meaning of words and phrases in a text					
RL.2.7	Use pictures and words to figure out the parts of a story					
SL.2.1a	Follow the rules for a discussion					
INSTRUCTIONAL PROGRESSION						
Weekly Plan	Anchor Selection	Must Do Routines	Must Do	Evidence of	Vocabulary	
<i>During Week 1</i> <i>Getting to Know the Classroom</i>	<u>The Twin Club</u> by Ina Cumpiano Other Suggested Texts: <u>The Tale of Pale Male</u> By Jeanette Winter	<ul style="list-style-type: none"> Exploring classroom environment <ul style="list-style-type: none"> Leveled library Whole group meeting area Small group area Materials and supplies Orton Gillingham Develop reading routines <ul style="list-style-type: none"> Transitions Classroom library rules Procedures Use of materials 	<ol style="list-style-type: none"> Read aloud (3-5x per week) Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Establish routines and expectations: actively listening, following directions, etc. Explore classroom environment Develop reading routines Set reading goals Shared Reading (2-3x per week) 	Students will: <ul style="list-style-type: none"> Move around the classroom appropriately Handle materials appropriately Discuss and set reading goals 	word wall leveled library share/reflection goals transition routine amazing words/ red words	

	<p><u>Stella Luella Runaway Books</u> by Lisa Campbell Ernst</p> <p><u>The 1st Day of School and The 179th Day of School</u> by Jenny Whitehead</p>	<ul style="list-style-type: none"> Set reading goals for the new school year 	<ol style="list-style-type: none"> Guided Reading Independent Reading (10-15 minutes per day) Confer with students Respond to text Foundational Skills Word Study- Orton Gillingham Vocabulary Closure/Share/Reflection 		
<p><i>During Week 2</i></p> <p><i>Routines of the Classroom</i></p>	<p><u>Exploring Space with an Astronaut</u> by Patricia J. Murphy</p> <p>Other Texts:</p> <p><u>A Trip to Space Camp</u> by Ann Weil</p> <p><u>Miss Malarchy Leaves No Reader Behind</u> by Judy Finchler</p>	<ul style="list-style-type: none"> Continue to establish classroom environment. <ul style="list-style-type: none"> Leveled library Space for word wall Whole group meeting area Small group area Materials and supplies Continue to develop reading routines <ul style="list-style-type: none"> Transitions Independent work Orton Gillingham Use of materials Homework procedures Begin to assess new students to establish reading levels based on DRA <ul style="list-style-type: none"> Teach how to find “just-right” books within their independent reading level Create guided reading groups based on students end of year DRA 	<ol style="list-style-type: none"> Read aloud (3-5x per week) Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Continue establishing routines and expectations and exploring the classroom environment (word wall) Continue developing reading routines Finalize reading goals Establish “turn and talk” with peers Choosing an independent reading book Begin discussing stamina during independent reading time (10-15 min.) Shared Reading (2-3x per week) Guided Reading (begin establishing groups) Independent Reading (10-15 minutes per day) Confer with students <ul style="list-style-type: none"> Begin table conferences with students Respond to text Foundational Skills Word Study-Orton Gillingham Vocabulary Closure/Share/Reflection 	<ul style="list-style-type: none"> Solidify routines and expectations Choose a “just-right book” Participate in discussions with peers: Turn and talk 	<p>word wall</p> <p>leveled library</p> <p>guided reading groups</p> <p>conference</p> <p>shared reading</p> <p>share/reflection</p> <p>just-right books</p> <p>stamina/ amazing words/red words</p>
<p><i>During Week 3</i></p>	<p><u>Henry and Mudge</u></p>	<ul style="list-style-type: none"> Develop strategies to become a second grade independent reader 	<ol style="list-style-type: none"> Read aloud (3-5x per week) Direct Instruction (<i>mini-lessons</i>) 	<ul style="list-style-type: none"> Read for 10-15 minutes 	<p>reading goals</p> <p>rereading</p>

<p><i>Becoming an Independent Reader</i></p>	<p><u>and the Starry Night</u> by Cynthia Rylant</p> <p>Other Texts: <u>How to Make a S'more</u></p> <p><u>The Take of Pale Male</u> by Jeanette Winter</p> <p><u>Miss Brooks Loves Books</u> by Barbara Bottner and Michael Emberley</p>	<ul style="list-style-type: none"> ○ Set daily/weekly reading goals ○ How to read silently ○ Developing stamina ○ Rereading for better understanding ○ Orton Gillingham ● Begin/continue assessment (new students) to establish reading and writing levels ● Implement guided reading groups based on assessments. 	<ul style="list-style-type: none"> ● Continue to develop stamina during independent reading: rereading, reading silently for longer period of time, etc. ● Choosing independent books <ol style="list-style-type: none"> 3. Shared Reading (2-3x per week) 4. Guided Reading (start meeting with small groups) 5. Independent Reading (15-20 minutes per day) 6. Confer with students <ul style="list-style-type: none"> ● Continue conferring with students (table conferences) 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 11. Closure/Share/Reflection 	<p>independently</p> <ul style="list-style-type: none"> ● Practice rereading ● Choose independent reading books 	<p>partner reading amazing words/red words</p>
<p><i>During Week 4 Behaviors During Reading</i></p>	<p><u>A Walk in the Desert</u> by Caroline Arnold</p> <p>Other Texts: <u>Rain Forests</u></p> <p><u>Desert Giant</u> <u>The World of the Saguaro Cactus</u> by Barbara Bash</p>	<ul style="list-style-type: none"> ● Develop rules for reading partnerships <ul style="list-style-type: none"> ○ How to work with a partner ○ How to look and listen to partner ● Begin/continue assessment (new students) to establish reading and writing levels ● Implement guided reading groups based on their end of year DRA ● Develop reading routines <ul style="list-style-type: none"> ○ Reading tools i.e. reading log, book shopping, book bins, book bags, bookmarks ○ Orton Gillingham 	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> ● Model how to keep a reading log - begin <i>shared classroom</i> reading log ● Discuss the qualities of a good reading partner ● Solidify classroom expectations and routines ● Celebrate stamina (independent reading) and continue to build stamina 3. Shared Reading (2-3x per week) 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students <ul style="list-style-type: none"> ● Continue conferring with students (table 	<ul style="list-style-type: none"> ● Interacts with peers during partner time appropriately ● Can navigate classroom: library, tools, etc. ● Uses independent reading time effectively 	<p>conference share/reflection reading log book shopping amazing words/red words</p>

	<p><u>The Strongest One</u> by Joseph Bruchac</p>		<p>conferences)</p> <ol style="list-style-type: none"> 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 11. Closure/Share/Reflection <ul style="list-style-type: none"> • How have I grown as a reader? • How can my reading goals help me become even stronger? 		
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DIFFERENTIATION

Differentiation strategies: small group instruction

<ol style="list-style-type: none"> 1 Respectful tasks based on readiness, interests, learning profile 2 Flexible groupings 3 Ongoing assessment and adjustment 	<ol style="list-style-type: none"> 4. Differentiated rubric(s) 5. Excerpt texts, sentence frames, equity sticks (see link below for clarity).
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RESOURCES

The Amistad Commission’s Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net>

Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login>, RAZ-Kids-<https://www.raz-kids.com/main/Search/?searchTerms=login>, Learn 360-http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading Website-<https://www.pearsonrealize.com/#/>, iPad-applications for ELA CC Standards, document camera

Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	2
Trimester:	1	Unit Title:	Establishing the Literacy Classroom – Personal Narratives
		Pacing:	7 weeks

ESSENTIAL QUESTION

- How do I clearly explain my experience to others in writing?
- What do good writers do?

TARGET STANDARDS

ELA NJSLs	I Can...
W.2.3	Write a detailed story that has a clear sequence of events.
W.2.5	Stick to a topic and revise my writing.
W.2.6	Use technology to write and publish my work
SL.2.lb	Talk with others and add to what they say
L.2.1	Make good word choices when writing
L.2.1c	Use reflexive pronouns
L.2.1e	Use adjectives and adverbs appropriately
L.2.2	Follow the rules about words and sentences with I write
L.2.2a	Capitalize holidays, product names, and geographic names
L.2.2d	Apply what I know about spelling patterns to spell words <ul style="list-style-type: none"> Closed syllable Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk, ild, ind, old, olt, ost
L.2.5a	Use words to describe the world around me
L.2.5b	Tell the differences between synonyms
RF.2.3	Use word study and phonics skills to read and write words

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do Routines	Must Do	Evidence of Learning	Vocabulary
During Week 1 Routines and Introduction	<u>Ralph Tells a Story</u> by Abby Hanlon	Establish routines and expectations Explore classroom environment <ul style="list-style-type: none"> Writing folders Pens/pencils Handling materials appropriately 	1. Read Aloud 2. Direct Instruction (<i>mini-lessons and guided writing</i>) <ul style="list-style-type: none"> Understanding writing routines (expectations during instruction and independent work) and 	<ul style="list-style-type: none"> Generate list of ideas for personal narratives (ex-heart map, list, idea organizer) 	personal narrative

<i>to Unit</i>		<ul style="list-style-type: none"> ○ Orton Gillingham dictation routine ○ Orton Gillingham red words 	<p>tools (paper, folders, pencils, erasers)</p> <ul style="list-style-type: none"> ● Generating ideas for narrative writing/capturing story ideas <ol style="list-style-type: none"> 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language, Phonics: Orton Gillingham dictation routine 7. Foundational Skills 		
<p><i>During Week 2</i></p> <p><i>Planning and Problem Solving</i></p>	<p><u>Joshua's Night Whispers</u> by Angela Johnson</p> <p><u>Owl Moon</u> by Jane Yolen</p>	<p>Establish routines and expectations</p> <p>Explore classroom environment</p> <ul style="list-style-type: none"> ○ Writing folders ○ Pens/pencils ○ Handling materials appropriately 	<p>* Suggested: On Demand (Pre-Assessment)</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (mini-lessons and guided writing) <ul style="list-style-type: none"> ● Stretching out a small moment ● Making a plan (sketching, developing beginning, middle, and end) ● Strategies when faced with problems (spelling of unknown words) ● Writing longer/building stamina 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills <ul style="list-style-type: none"> ● Review adjective and adverbs 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> ● Plan stories with clear beginning, middle and end ● Use multiple strategies to spell unknown words ● Use adjectives and adverbs in writing 	<p>small moment plan</p> <p>draft beginning middle end/conclusion</p> <p>stamina sketch</p>
<i>During</i>	Examples of	Solidify routines and expectations	1. Read Aloud	● Make revisions	hook

Oth

<p><i>Week 3</i></p> <p><i>Habits of Good Writers (Introduce idea of writing process)</i></p>	<p>student written/ adult written personal narratives</p>	<p>Explore classroom environment</p> <ul style="list-style-type: none"> ○ Writing folders ○ Pens/pencils ○ Handling materials appropriately 	<ol style="list-style-type: none"> 2. Direct Instruction (mini-lessons and guided writing) <ul style="list-style-type: none"> • How writing is a process • Rereading to check for meaning and clarity • Rereading to edit (writer and reader, capitals, punctuation, finger spaces) • Creating strong beginnings and endings 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/Share/Reflection 	<p>and edits to drafts when needed</p> <ul style="list-style-type: none"> • Evidence beginning, middle and end • Demonstrate independence during transitions and during writing time 	<p>conclusion capital punctuation reread</p>
<p><i>During Week 4</i></p> <p><i>Organizing a Narrative</i></p>	<p>Examples of student written/ adult written personal narratives</p>	<p>Continue to reinforce routines and expectations as needed</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (mini-lessons and guided writing) <ul style="list-style-type: none"> • How to write a story in sequence (clear beginning, middle, end, logical sequence of events) • Using linking words (first, next, last, etc.) 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Review reflexive pronouns (myself...) 7. Foundational Skills 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Make revisions and edits to drafts when needed • Evidence of sequence and linking words in drafts 	<p>sequence linking words pronouns</p>
<p><i>During Week 5</i></p>	<p><u>ShortCut</u> by Donald Crews</p>	<p>Continue to reinforce routines and expectations as needed</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (mini-lessons and guided writing) 	<ul style="list-style-type: none"> • Work with partner to make at least 	<p>details image sensory</p>

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<p><i>Adding Interesting Details</i></p>	<p>Other Texts: Revisit <u>Owl Moon</u> for sensory details</p>		<ul style="list-style-type: none"> • Adding details to create image for reader (sensory details, thoughts, feelings) • Making better word choices: create anchor chart for commonly used words (instead of said, whispered, yelled, screamed, etc.) • Confering with partners to improve upon writing <ol style="list-style-type: none"> 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Make better word choices • Discuss synonyms and “shades” of meaning 7. Foundational Skills 8. Closure/Share/Reflection 	<p>one interesting word change</p> <ul style="list-style-type: none"> • Adding thoughts and feelings to drafts • Can use synonyms (place words on a “continuum” e.g. upset-mad-furious; pleased-happy-ecstatic) 	<p>word choice confer</p>
<p><i>During Week 6 Editing and Revising</i></p>	<p>Examples of student written/ adult written personal narratives</p>	<p>Continue to reinforce routines and expectations as needed</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons and guided writing</i>) <ul style="list-style-type: none"> • Choosing one draft of small moment to publish • Model how to use a writing checklist to revising • Model how to use a writing checklist to editing 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills <ul style="list-style-type: none"> • Review proper nouns (holidays, product names, 	<ul style="list-style-type: none"> • Proof that elements were added while using checklist • Proper nouns, including holidays, product names, and geographic names) are capitalized 	<p>edit revise</p>

			<ul style="list-style-type: none"> and geographic names) • Capitalize proper nouns 		
<i>During Week 7</i>	Examples of student written/ adult written personal narratives	Continue to reinforce routines and expectations as needed	8. Closure/ Share/ Reflection 1. Read Aloud 2. Direct Instruction (<i>mini-lesson and guided writing</i>) <ul style="list-style-type: none"> • How to choose an appropriate title • Creating a final product (cover, illustrations, etc.) • Share in small group /pair 3. Shared Writing/Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/Share/Reflection <ul style="list-style-type: none"> • How have I become a strong writer? 	<ul style="list-style-type: none"> • Produce final published personal narrative that includes beginning, middle, end, interesting words, linking words, title, illustration(s) 	title publish share

DIFFERENTIATION

Differentiation strategies: small group instruction

1 Respectful tasks based on readiness, interests, learning profile

2 Flexible groupings

3 Ongoing assessment and adjustment

4 Differentiated rubric(s)

5 Excerpt texts, sentence frames, equity sticks (see link below for clarity). <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net>

Adverbs: <http://www.grammarbook.com/grammar/adjAdv.asp>

Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy	1. Creativity & Innovation 2. Critical Thinking & Problem Solving

3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

- 3. Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login>, Read, Write Think- <http://www.readwritethink.org/>, Learn 360-
http://learn360.infobase.com/a_MyFolders.aspx, Smart Board: interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading
 Website-<https://www.pearsonrealize.com/#/>
 Overhead Camera, iPads- applications for ELA Standards
 RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	2
Trimester:	1	Unit 2 Title:	Reading Strategies and Skills
		Pacing:	8 weeks

ESSENTIAL QUESTION

- How can good readers interact with texts?
- How can good readers show they understand what they read?

TARGET STANDARDS

ELA NJSLS	I Can...	
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	
RL.2.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action	
R.L.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.2.3a	Tell the difference between long and short vowels	
RF.2.3c	Read two syllable words with long vowels	
RF.2.3d	Read words with common suffixes <ul style="list-style-type: none"> -s, -es, -ed, -ing, -er, -est, -ful, -ment, -ness, -less, -able, -en, -ish, -y, -ly, -ty, -ive 	
RF. 2.3e, f	Name words that are spelled differently from how they sound	
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	
L.2.4a	Use context clues to help me figure out the meaning of a word or phrase	
L.2.4c	Use a word I know to figure out the meaning of another word	
L.2.4d	Figure out the meaning of compound words by understanding the meaning of individual words	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Strategies to Solve Tricky Words</i>	<u>Tara and Tiree, Fearless Friends</u> by Andrew Clements Other Text: <u>Detective LaRue</u> by Mark Teague	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Model how to keep a reading log (sample in Teacher’s Guide) Focus on strategies to solve tricky words <ul style="list-style-type: none"> Use a word I know to figure out another word Use context clues to help figure out word or phrase Orton Gillingham 	<ul style="list-style-type: none"> Read unknown words Verbally explain different strategies to solve unknown words Use independent reading time effectively Orton Gillingham 	tapping out chunking preview context clues, amazing words/red words

	<u>Rescue Dogs</u> by Rena Moran	<ul style="list-style-type: none"> ○ Using picture clues ○ Chunking words ○ Previewing book <ol style="list-style-type: none"> 3. Shared Reading (2-3 times per week) 4. Guided Reading (Continue to build students' independence in order to pull groups) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Response to text 8. Foundational Skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Begin and continue throughout unit: short vowels , long vowels, and common suffixes 10. Vocabulary 11. Closure/ Share/ Reflection 		
<p><i>During Week 2</i></p> <p><i>Fluency and Comprehension</i></p>	<p><u>Abraham Lincoln</u> by Delores Malone</p> <p><u>"Lincoln"</u> Poetry by Nancy Byrd Turner</p> <p><u>Jessica</u> by Kevin Henkes</p> <p><u>Chrysanthemum</u> by Kevin Henkes</p> <p>Other Literature that assists in building fluency including: * Readers' Theater * Poetry</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2.RF.4 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on fluency/comprehension <ul style="list-style-type: none"> ○ Reading rate ○ Phrasing ○ Rereading for better understanding 3. Shared Reading (2-3 times per week) <ul style="list-style-type: none"> • Practice rereading a shared text for fluency 4. Guided Reading (Continue to build students' independence in order to pull groups) 5. Independent Reading (15-20 minutes per day) <ul style="list-style-type: none"> • Start independent reading logs 6. Confer with students 7. Respond to text <ul style="list-style-type: none"> • Start simple reading responses (Interesting part and why) 8. Foundational skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Short and long vowels • Common suffixes 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Tracking print, including pointing (when needed) • Rereading familiar texts to improve fluency • Use independent reading time effectively • Complete simple reading response sheets – interesting part and why • Orton Gillingham 	<p>fluency phrasing amazing words/ red words</p>
<i>During Week 3</i>		<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Use parts of book to make reasonable 	<ul style="list-style-type: none"> • Make reasonable predictions that go beyond the pages within mentor texts, guided reading groups, and independent 	<p>title cover blurb</p>

<p><i>Predicting</i></p>	<p><u>Scarcity</u> by Janeen R. Adil</p> <p>Other Texts:</p> <p><u>Goods and Services</u></p> <p><u>Those Shoes</u> by Maribeth Boeots</p> <p><u>Otis</u> by Loren Long</p>	<p>predictions</p> <ul style="list-style-type: none"> ○ Title, cover, blurb on back ○ Pictures ○ Words and phrases (reading the first page and then making prediction) <ol style="list-style-type: none"> 3. Shared Reading (2-3 times per week) 4. Guided Reading (Start meeting with 1-2 groups daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational skills 9. Word study-Orton Gillingham <ul style="list-style-type: none"> ● Short and long vowels ● Common suffixes 10. Vocabulary 11. Closure/ Share/ Reflection 	<p>reading time</p> <ul style="list-style-type: none"> ● Use independent reading time effectively ● Orton Gillingham 	<p>reasonable predictions</p> <p>amazing words/red words</p>
<p><i>During Week 4</i></p> <p><i>Story Structure and Elements</i></p>	<p><u>The Bremen Town Musicians</u> by Carol Pugliano-Martin</p> <p>Other Texts:</p> <p><u>A Fool Goes Fishing</u> by: Elizabeth Nielson</p> <p><u>Fireflies</u> by Julie Brinckloe</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> ● Focus on story structure and elements <ul style="list-style-type: none"> ○ Beginning, middle, ending ○ Characters, setting, problem and solution ○ Discuss how the beginning introduces characters, middle introduces action/problem, end concludes story 3. Shared Reading (2-3 times per week) 4. Guided Reading (Continue meeting with 1-2 groups daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text <ul style="list-style-type: none"> ● Graphic organizer – story elements 8. Foundational skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> ● Short and long vowels ● Common suffixes 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> ● Using a graphic organizer to show story elements ● Verbally explain how the beginning introduces the story and the ending concludes the story ● Identifies characters, setting, problem, solution, events, beginning, middle, end ● Use independent reading time effectively ● Orton Gillingham 	<p>characters</p> <p>story vocabulary</p> <p>beginning</p> <p>middle</p> <p>end</p> <p>setting</p> <p>problem</p> <p>solution</p> <p>amazing words/red words</p>

<p><i>During Week 5</i></p> <p><i>Retelling</i></p>	<p><u>One Good Turn Deserves Another</u> by Judy Sierra</p> <p>Other Texts:</p> <p><u>The Lion and the Mouse</u> by Claire Daniel</p> <p><u>Now One Foot, Now the Other</u> by Tomie DePaola</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on retelling with details <ul style="list-style-type: none"> ○ Components of a good retell; using character names, story vocabulary, transitional words ○ Model retelling chart/checklist ○ Partner retell 3. Shared Reading (2-3 times per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text <ul style="list-style-type: none"> • Graphic organizer – components of a strong retelling <ul style="list-style-type: none"> ○ Characters, setting, problem, solution ○ Beginning, Middle, End ○ Scaffolded summary 8. Foundational Skills 9. Word study- Orton Gillingham <ul style="list-style-type: none"> • Short and long vowels • Common suffixes 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Using a graphic organizer or written reading response to recount fictional stories that include the components of a strong retelling including using character names, story vocabulary, transitional words • Verbally retell stories to peers • Use independent reading time effectively • Orton Gillingham 	<p>retell story vocabulary transitional words amazing words/ red words</p>
<p><i>During Week 6</i></p> <p><i>Message, Lesson, Moral</i></p>	<p>Revisit: Folktale and Fable:</p> <p><u>The Lion and the Mouse</u> by Claire Daniel</p> <p><u>A Fool Goes Fishing</u> by: Elizabeth Nielson</p> <p><u>Those Shoes</u> by Maribeth Boeots</p> <p>Other familiar stories from read aloud with strong message</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Determine themes in books • Focus on message, lesson, or moral in a fable or folktale <ul style="list-style-type: none"> ○ Provide examples ○ Using supporting details ○ Drawing conclusions 3. Shared Reading (2-3 times per week) 4. Guided Reading (Solidify independence) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text <ul style="list-style-type: none"> • Have students respond in writing to a folktale or fable, e.g. "What was the message/ moral/ lesson of this fable? How 	<ul style="list-style-type: none"> • Use short and long vowels correctly • Read words with common suffixes • Verbally state the message, lesson, or moral in a fable or folktale • Use independent reading time effectively • Written response to a folktale/fable read determining message, lesson, or moral • Accurate understanding of message, lesson, or moral in fable • Orton Gillingham 	<p>author's message moral theme lesson interact amazin g words/ red words</p>

		<p>does this connect to my life? What real life lesson can I learn from this fable/folktale?"</p> <ol style="list-style-type: none"> 8. Foundational skills 9. Word study- Orton Gillingham <ul style="list-style-type: none"> • Short and long vowels • Common suffixes 10. Vocabulary 11. Closure/ Share/ Reflection <ul style="list-style-type: none"> • Reflection: What are some ways I can interact with texts? 		
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DIFFERENTIATION

<p>Differentiation strategies: small group instruction</p> <ol style="list-style-type: none"> 1 Respectful tasks based on readiness, interests, learning profile 2 Flexible groupings 3 Ongoing assessment and adjustment 	<ol style="list-style-type: none"> 4. Differentiated rubric(s) 5. Excerpt texts, sentence frames, equity sticks (see link below for clarity).
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RESOURCES

The Amistad Commission’s Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>
<http://www.njamistadcurriculum.net> Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login>, RAZ-Kids-<https://www.raz-kids.com/main/Search/?searchTerms=login>, Learn 360-http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading Website-<https://www.pearsonrealize.com/#/>, iPad-applications for ELA Standards, document camera
RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing		Grade:	2
Trimester:	1	Unit Title:	Realistic Fiction	Pacing: 5 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none"> How do I clearly explain an experience to others in writing? 				
TARGET STANDARDS				
ELA NJSLs	I Can...			
W.2.3	Write a detailed story that has a clear sequence of events			
W.2.5	Stick to a topic and revise my writing			
W.2.6	Use technology to publish my work			
L.2.5a	Use words to describe the world around me			
SL.2.3	Ask and answer questions about what was said to help me understand more			
L.2.6	Use new words that I have learned			
L.2.1e	Use adjectives and adverbs appropriately			
L.2.2e	Look up words to check their spellings			
SL.2.1	Take part in group discussions			
RF.2.3	Use word study and phonics to read and write words			
SL.2.6	Produce complete sentences			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Elements and Planning of Realistic Fiction</i>	<u>Enemy Pie</u> by Derek Munson	<ol style="list-style-type: none"> Read Aloud Direct Instruction <ul style="list-style-type: none"> Elements of Realistic Fiction: <ul style="list-style-type: none"> Believable story Characters, problem, solution Includes actions, thoughts, feelings Brainstorm and generate possible story ideas Development of realistic characters through: <ul style="list-style-type: none"> Actions, thoughts, feelings, motives Planning a realistic fiction story Shared Writing/ Interactive Writing <ul style="list-style-type: none"> Create a fictional story with class that includes the elements of realistic fiction Independent Writing Confer with students 	<ul style="list-style-type: none"> Identify and discuss the elements of realistic fiction List of possible story ideas Complete plan which includes all elements of a realistic fictional story Utilize word wall to spell correctly Utilize dictionary to help spell and check for spelling Orton Gillingham dictation routine Orton Gillingham red words 	realistic fiction story elements amazing words/red words

		<ol style="list-style-type: none"> 6. Conventions, grammar, language <ul style="list-style-type: none"> • Review word wall and dictionary skills for accurate spelling 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection 		
<p><i>During Week 2</i></p> <p><i>Organization of a Narrative</i></p>	<p>revisit <u>Enemy Pie</u> by Derek Munson</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Elements of a beginning (hook, characters, setting, how to develop a paragraph) • Elements of a middle (problem, events and how to develop a paragraph) • Elements of an end (solution, conclusion and how to develop a paragraph) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Notice new words when reading and when appropriate, apply to own writing 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Produce story organized into paragraphs • Beginning includes hook, characters, setting • Middle includes problem and events • End includes solution/conclusion • Attempts to use new words in writing • Takes note of new words (e.g. adds words to “new words” list) • Orton Gillingham dictation routine • Orton Gillingham red words 	<p>paragraph hook events conclusion</p>
<p><i>During Week 3</i></p> <p><i>Adding Details</i></p>	<p>Revisit <u>Owl Moon</u> by Jane Yolen or <u>Enemy Pie</u> by Derek Munson</p> <p><u>A Chair for My Mother</u> by Vera Williams</p> <p><u>Kitchen Dance</u> by Maurie J. Manning (sound words)</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Revisit Hook and Conclusion, making it interesting for your reader • Adding details <ul style="list-style-type: none"> ○ Dialogue ○ Show, not tell ○ Sensory details ○ Onomatopoeia (sound words – “pop,” “bang,” “zoom”) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Have strategies for looking up to check their spelling (dictionaries, words in books, word wall) 7. Foundational Skills 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Story includes hook and conclusion • Details are included in story • With a partner, identify hook, conclusion, and specific details in each other’s writing • Have strategies for checking spelling • Orton Gillingham dictation routine • Orton Gillingham red words 	<p>dialogue sensory details onomatopoeia</p>

<p><i>During Week 4</i></p> <p><i>Editing and Revising</i></p>		<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Confer with partners to revise (checklist) <ul style="list-style-type: none"> ○ Meaning ○ Word choice ○ Sequence of events ○ Varying sentences ○ Vivid details • Editing (checklist) <ul style="list-style-type: none"> ○ Grammar ○ Usage ○ Mechanics ○ Spelling • Create a final product using a checklist 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Evidence of revision process, students check for meaning, word choice, sequencing, varying sentences, details • Published realistic fiction story • Verbalize and justify revisions in draft • Use technology to publish, when available • Orton Gillingham dictation routine • Orton Gillingham red words 	<p>vary</p>
<p><i>During Week 5</i></p> <p><i>Share and Show What You Know</i></p>		<p>Author Celebration – Individual share to whole class audience with peer feedback Suggested: On Demand (Assessment) – Narrative</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Active Audience Member and Giving Constructive Feedback <ul style="list-style-type: none"> ○ Listening closely to story ○ Give the writer a compliment and/or suggestion on story • Speaking loudly and clearly when sharing book with peers 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • How has sharing my writing helped me develop as a writer? 	<ul style="list-style-type: none"> • Formally share writing to whole class • Audience members will formally provide feedback on structure or craft • Orton Gillingham dictation routine • Orton Gillingham red words 	<p>feedback compliment suggestion celebration</p>

DIFFERENTIATION

Differentiation strategies: small group instruction

1 Respectful tasks based on readiness, interests, learning profile

2 Flexible groupings

3 Ongoing assessment and adjustment

4 Differentiated rubric(s)

5 Excerpt texts, sentence frames, equity sticks (see link below for clarity). <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net> Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login> Read, Write Think- <http://www.readwritethink.org/>, Learn 360-

http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading

Website-<https://www.pearsonrealize.com/#/>

Overhead Camera, iPads-applications for ELA Standards

RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	2
Trimester:	2	Unit 3 Title:	Reading Informational Texts
		Pacing:	6 weeks

ESSENTIAL QUESTION

- How can books teach me about the world?
- How are informational books organized?

TARGET STANDARDS

ELA NJSLS	I Can...		
RI.2.2	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text		
RI.2.6	Identify the main purpose of a text including what the author wants to answer, explain, or describe		
RI.2.9	Compare or contrast the most important points presented by two texts on the same topic		
RI.2.7	Tell how a picture helps explain something in a text		
RI.2.5	Use text features to find information		
RI.2.1	Ask and answer questions about the text to show my understanding		
RI.2.4	Figure out the meaning of words and phrases in a text		
L.2.4e	Use glossaries and dictionaries to figure out the meaning of words and phrases		
L.2.4b	Figure out the meaning of a new word when a prefix has been added		
RF.2.3d	Read words with common prefixes		
RF.2.3e-f	Name words that are spelled differently from how they sound		

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Diving into Nonfiction Text</i></p>	<p><u>A Weed is a Flower</u> by Aliki</p> <p>Other Texts:</p> <p><u>Bugs! Bugs! Bugs!</u> by Jennifer Dussling or other non-fiction texts that have text features such as table of contents, headings, glossary, etc.</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on introducing nonfiction texts <ul style="list-style-type: none"> ○ Think and jot about what you already know about the topic and what you want to know ○ Introduce text features and their purpose ○ Use table of contents page and headings to make reasonable predictions about what the text will teach you ○ Use text features to learn information and identify important facts in a text including picture ○ Focus on glossary, index, table of contents, captions, headings, titles, diagram 	<ul style="list-style-type: none"> Use KW charts to jot down what they already “Know” and “Want to know” about a topic Begin to name some text features and their purpose (The index helps me find information quickly; the table of contents page helps me make predictions about what I will learn from this book) Categorize books as a nonfiction text by its’ text 	<p>non-fiction text</p> <p>glossary</p> <p>table of Contents</p> <p>headings</p> <p>subheadings</p> <p>index</p> <p>diagram</p> <p>captions</p> <p>bold words</p> <p>amazing words/red words</p>

		<ul style="list-style-type: none"> ○ Figure out the meaning of words and phrases in a text <ol style="list-style-type: none"> 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Begin study on common prefixes and continue throughout unit 10. Vocabulary 11. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Describe the differences 	
<p><i>During Weeks 2-3</i></p> <p><i>Main Topic and Purpose</i></p>	<p><u>Life Cycle of a Pumpkin</u> by Ron Fridell and Patricia Walsh</p> <p>Other Texts:</p> <p><u>Surprising Sharks</u> by Nicola Davies</p> <p><u>Frogs! National Geographic Kids</u></p> <p><u>Meerkats National Geographic Kids</u></p> <p><u>Amazing Animal Journeys National Geographic Kids</u></p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Main topic <ul style="list-style-type: none"> ○ Identify main topic in multi-paragraph text ○ Use headings and subheadings to determine main topic of section(s) • Determine main purpose <ul style="list-style-type: none"> ○ Model how to determine the main purpose of a whole text and /or a subsection ○ Answer, "What does the author want to answer, explain, or describe?" • How to restate facts learned from texts 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Continue common prefixes 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Identify main topic in shared reading experiences • Make connections between subheadings and headings • Can accurately state (orally or written) what the author explains or describes in text • Write down facts they learned in their own words <ul style="list-style-type: none"> ○ Turn and talks ○ Stop and jot ○ Post its 	<p>topic</p> <p>main purpose</p> <p>amazing words/red words</p>
<p><i>During Week 4</i></p> <p><i>Focus on Comprehension</i></p>	<p><u>Soil</u> by Sally M. Walker</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on comprehension strategies for reading nonfiction texts (e.g.): <ul style="list-style-type: none"> ○ Model how readers stop to reread, think, turn 	<ul style="list-style-type: none"> • Name several different ways to check for comprehension when reading nonfiction • Use post-its to mark places 	<p>clarify</p> <p>amazing words/red words</p>

<p><i>sion</i></p>	<p>Revisit previous texts</p> <p>Other Texts:</p> <p><u>The Story of Ruby Bridges</u> by Robert Coles</p> <p><u>Red, White, and Blue: The Story of the American Flag</u> by John Herman</p> <p><u>Cowboys</u> by Lucille Recht Penner</p>	<p>over in their minds about what they read</p> <ul style="list-style-type: none"> ○ Model how readers stop to clarify their understanding as they read ○ Model how readers visualize the information learned ○ Readers ask questions as they read-Ask who, what, where, when, why, and how to understand keys details in a text ○ Use a sticky note to mark places where they want to reread and share an interesting fact with their reading partner <ol style="list-style-type: none"> 3. Shared Reading (2-3x per week) 4. Guided Reading (<i>daily</i>) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational skills 9. Word Study: Orton Gillingham <ul style="list-style-type: none"> • Continue common prefixes 10. Vocabulary 11. Closure/ Share/ Reflection 	<p>where they learned something interesting and share with a peer</p> <ul style="list-style-type: none"> • Engage in book talks with a peers 	
<p><i>During Week 5</i></p> <p><i>Compare/ Contrast</i></p>	<p>Read two texts on the same topic having similar information</p> <p>Ex. two books on bugs</p> <p>Or revisit:</p> <p><u>Abraham Lincoln</u> by Delores Malone</p> <p><u>“Lincoln” Poetry</u> by Nancy Byrd Turner</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on compare and contrast <ul style="list-style-type: none"> ○ List the information presented in different texts on one topic (can use T-chart) ○ Compare the texts (Both of these texts said__.) 3. Shared Reading (2-3x per week) 4. Guided Reading (<i>daily</i>) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Continue common prefixes 10. Vocabulary 11. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Use T-charts to list information presented in different texts on one topic • Use T-charts to compare information learned from two different texts • Use T-charts to contrast information learned from two different texts 	<p>compare contrast amazing words/ red words</p>
<p><i>During Week 6</i></p>	<p>Read two books on the same topic that</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) 	<ul style="list-style-type: none"> • Understand and use common prefixes 	<p>conflict connection</p>

<i>Conflicting Information</i>	have conflicting information	<ul style="list-style-type: none"> • Focus on conflicting information <ul style="list-style-type: none"> ○ Introduce that texts may have conflicting information on the same topic ○ Use multiple texts on the same topic to contrast information (this book said_ but another book said_.) 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Review common prefixes 10. Vocabulary 11. Closure/Share/Reflection <ul style="list-style-type: none"> • How can knowing the structure of a book help 	<ul style="list-style-type: none"> • Recognize and find conflicting information on same topic (this book said___but another book said_____.) 	
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DIFFERENTIATION

Differentiation strategies: small group instruction, respectful tasks based on readiness, interests, learning profile, flexible grouping, ongoing assessment and adjustment, excerpt texts, sentence frames, equity sticks- <http://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

RESOURCES

The Amistad Commission’s Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net> Second Grade Language Lessons: http://www.fcr.org/studentactivities/language_23.htm

Common Prefixes and Suffixes: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. **Civic Literacy**
4. Health Literacy
5. **Environmental Literacy**

21st Century Skills: Bold all that apply

1. **Creativity & Innovation**
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. **Information Literacy**
6. **Information, Communication & Technology**
7. Life & Career Skills

Technology Infusion:

Study Island, RAZ-Kids, Learn 360, Smart Board, interactive activities with SmartExchange, Pearson Reading Website, iPad-applications for ELA Standards document camera

RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing		Grade:	2
Trimester:	2	Unit Title:	Informational Writing – Expert Projects	Pacing: 7 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none"> How can I show what I know about the world around me? How do writers interest their readers? 				
TARGET STANDARDS				
ELA NJSLS	I Can...			
W.2.2	Write to inform about a topic with facts and other details			
W.2.5	Stick to a topic and revise my writing			
W.2.6	Use technology to write and publish my work			
W.2.8	Recall information to answer a question			
RF.2.3	Use word study to write words			
L.2.1	Make good word choices when writing			
L.2.2	Follow the rules about words and sentences when I write			
L.2.2d	Apply what I know about spelling patterns to spell words <ul style="list-style-type: none"> R-controlled syllable type: ar, or, er, ir, ur Vowel-consonant-E syllable Open syllable 			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Introduction to topic</i>	<u>BUGS BUGS</u> BUGS! by Jennifer Dussling	<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Introducing informational writing/expert project Determining the right topic Identifying elements of informational writing through read alouds Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language <ul style="list-style-type: none"> Apply spelling patterns to spell words <ul style="list-style-type: none"> R-controlled syllables Vowel-consonant-e syllables Open syllables 	<ul style="list-style-type: none"> List of possible project ideas By end of week: Project Topic Write facts based on what they know vs. opinions Use spelling patterns to spell 	nonfiction informational writing expert

		7. Foundational Skills 8. Closure/ Share/ Reflection		
<i>During Week 2</i> <i>Brainstorming</i>	<u>Fish</u> by Rod Theodorou -Text Features	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) • Reviewing Text Features • Planning for writing-list of facts/ideas for project • Categorizing facts and ideas 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language • Apply spelling patterns to spell words ○ R-controlled syllables ○ Vowel-consonant-e syllables ○ Open syllables 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection	• Able to name/identify text features • Graphic organizer with sections/headings for project • Each student has a draft of categories for their project • Possible Table of Contents page to help organize into sections • Use spelling patterns to spell • Orton Gillingham dictation routine • Orton Gillingham red words	text features (headings, subheadings, photograph, diagram, label) Table of Contents
<i>During Week 3</i> <i>Expanding on Categories/ Paragraphs</i>	Reread <u>Amazing Animal Journeys</u> by Laura Marsh focus on main idea/topic sentence and details to support of one section	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) • Constructing sections • Writing topic sentence • Supporting topic sentence with 3 details 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language • Apply spelling patterns to spell words ○ R-controlled syllables ○ Vowel-consonant-e syllables ○ Open syllables 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection	• Section/sections with a clear topic sentence and 3 supporting details • Use spelling patterns to spell • Orton Gillingham dictation routine • Orton Gillingham red words	topic sentence supporting details
<i>During Week 4</i> <i>Using Text Features to enhance writing</i>	Revisit read alouds used during reading with examples of text features	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) • Reviewing/revising as working • Using text features to enhance writing 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students	• Reread and revise/edit as necessary • Variety of different text features present in current work • Text features are used correctly and enhance writing • Use spelling patterns to spell	glossary index vocab boxes text boxes map

		6. Conventions, grammar, language <ul style="list-style-type: none"> • Apply spelling patterns to spell words <ul style="list-style-type: none"> ○ R-controlled syllables ○ Vowel-consonant-e syllables ○ Open syllables 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection		
<i>Week 5</i> <i>Making Our Writing Better</i>	Revisit <u>Fish</u> by Rod Theodorou looking specifically at Introduction	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Peer editing/revising to check for understanding: Can someone else tell me what my sections are about? • Crafting snazzy Introductions for our books • Creating interesting ways to wrap up our books that stick with a reader 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Follow rules (spelling and sentences) when writing • Apply spelling patterns to spell words <ul style="list-style-type: none"> ○ R-controlled syllables ○ Vowel-consonant-e syllables ○ Open syllables 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection	<ul style="list-style-type: none"> • Paragraphs/sections have topic sentence and supporting details • A well-written introduction and conclusion that support the project • Use rules (e.g. “i before e, except after c, or when sounded as ‘a’ as in ‘neighbor’ and weigh’ ‘drop the final e before a suffix beginning with a vowel but not before a suffix beginning with a consonant’”) when writing words • Use rules when writing sentences • Use spelling patterns to spell • Orton Gillingham dictation routine • Orton Gillingham red words 	introduction conclusion
<i>Week 6</i> <i>Putting it All Together</i>	Revisit books read in reading and writing to discuss title and cover	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Editing/revising to publish (parts or whole) <ul style="list-style-type: none"> ○ Use <i>comparisons</i> to revise writing (Did you know that a blue whale’s heart is <i>as big as</i> a small car?) ○ Edit for spelling using word wall • Designing a title and cover that pull in a reader 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Apply spelling patterns to spell words 	<ul style="list-style-type: none"> • Revise using <i>comparisons</i> other revision techniques • Edit for spelling • Publish final piece, use technology when available • Create title and cover that appeals to a reader • Use spelling patterns to spell 	

		<ul style="list-style-type: none"> ○ R-controlled syllables ○ Vowel-consonant-e syllables ○ Open syllables <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p>		
Week 7	Celebration and Reflection	<p>Suggested: 5 Day Long Author Celebration-Individual share to whole class audience with peer feedback</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • How to speak clearly and project voice so everyone can hear (stand straight, look at audience as you share book, etc.) • Model being an active audience member • Giving Constructive Feedback 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Apply spelling patterns to spell words <ul style="list-style-type: none"> ○ R-controlled syllables ○ Vowel-consonant-e syllables ○ Open syllables 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • Reflection: What did you learn about writing informational texts? 	<ul style="list-style-type: none"> • Speak clearly and audibly when sharing books with peers • Give peers verbal feedback on structure or craft • Use spelling patterns to spell • Reflect on question in writing: What did you learn about writing informational texts? 	
DIFFERENTIATION				
<p>Differentiation strategies: small group instruction</p> <ol style="list-style-type: none"> 1 Respectful tasks based on readiness, interests, learning profile 2 Flexible groupings 3 Ongoing assessment and adjustment 4 Differentiated rubric(s) 5 Excerpt texts, sentence frames, equity sticks (see link below for clarity). https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/ 				
RESOURCES				
<p>The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf</p> <p>http://www.njamistadcurriculum.net Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm</p> <p>Four Helpful Spelling Rules: http://grammar.about.com/od/words/tp/spellrules.htm</p> <p>Basic Spelling Rules: http://homepage.smc.edu/reading_lab/basic_spelling_rules.htm</p>				

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
<p>Technology Infusion:</p>	
<p>Study island-https://app.studyisland.com/cfw/login Read, Write Think- http://www.readwritethink.org/, Learn 360- http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-http://exchange.smarttech.com/, Pearson Reading Website-https://www.pearsonrealize.com/#/ Overhead Camera, iPads-applications for ELA Standards RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal</p>	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading		Grade:	2
Trimester:	2	Unit 4 Title:	Using Details to Draw Conclusions	Pacing: 7 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none"> • How do details create a better understanding of the text? • How does understanding characters improve our understanding of a story? 				
TARGET STANDARDS				
ELA NJSLS	I Can...			
RL.2.3	Describe how characters behave and think in a story			
SL.2.2	Retell or describe details from what was read aloud or presented			
SL.2.4	Clearly and completely describe a story or experience			
RL.2.2	Retell stories with understanding			
RL.2.6	Acknowledge differences in points of view of characters including by speaking in a different voice for each character when reading dialogue aloud			
RL.2.3	Describe how characters in a story respond to major challenges and events			
RI.2.8	Describe how reasons support specific points the author makes in a text			
L.2.3a	Compare different styles of speaking			
RF.2.3b	Know the spelling and sounds of common vowel pairs			
RF.2.3c	Read two syllable words with long vowels			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Character Development</i>	<u>A Froggy Fable</u> by John Lechner Other Texts: Revisit a previous text such as <u>Enemy Pie</u>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on character development <ul style="list-style-type: none"> ○ Getting to know their wants and problems ○ Making predictions as to how characters will react ○ Using evidence from a story to support conclusions 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 	<ul style="list-style-type: none"> • Ability to determine traits of characters while using evidence from the story to support conclusions • Reading response based on character development 	character traits evidence vowel pairs amazing words/red words

		<ol style="list-style-type: none"> 7. Respond to text 8. Foundational skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Begin and continue study on common vowel pairs 10. Vocabulary 11. Closure/ Share/ Reflection 		
<p><i>During Weeks 2 and 3</i></p> <p><i>Character and Plot</i></p>	<p><u>The Night the Moon Fell</u> by Pat Mora (Myth)</p> <p>Other Texts:</p> <p><u>Poppleton</u> by Cynthia Rylant</p> <p><u>Julius the Baby of the World</u> by Kevin Henkes</p> <p><u>The First Tortilla</u> by Rudolfo Anaya</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on character and plot development <ul style="list-style-type: none"> ○ Evaluating how characters respond to major challenges and events ○ Analyzing how character actions shape plot ○ Making inferences as to why characters acted in a certain way ○ Analyzing characters words and actions to determine character traits ○ Assessing how the character is feeling based on dialogue 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Continue vowel pairs 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Making inferences related to character response • Utilizing graphic organizers to show how characters respond to events and challenges • Speaking in different voices of characters within guided reading groups 	<p>challenges</p> <p>events</p> <p>inference</p> <p>amazing words/ red words</p>
<p><i>During Week 4</i></p> <p><i>Deeper Meaning</i></p>	<p><u>The First Tortilla</u> by Rudolfo Anaya</p> <p>Other Texts:</p> <p><u>Frog and Toad Are Friends</u> by Arnold Lobel</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on finding deeper meaning in our books <ul style="list-style-type: none"> ○ Discussing characters through partner work ○ Noticing that our books help us grow bigger ideas ○ Learning from characters and their actions 	<ul style="list-style-type: none"> • Discussions with partner • Questioning your partners i.e.- Do you agree or disagree with the characters actions? Why or why not? 	<p>partner talk</p> <p>stop and jot</p> <p>amazing words/red words</p>

	<p><u>Dear Juno</u> by Soyung Pak</p> <p><u>My Friend Rabbit</u> by Eric Rohmann</p>	<ul style="list-style-type: none"> ○ Using evidence from the story to support conclusions <ol style="list-style-type: none"> 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study- Orton Gillingham <ul style="list-style-type: none"> • Continue vowel pair 10. Vocabulary 11. Closure/ Share/ Reflection 		
<p><i>During Week 5</i></p> <p><i>Point of View</i></p>	<p><u>Pearl and Wagner: Two Good Friends</u> by Kate McMullan</p> <p>Revisit <u>The First Torilla</u> by Rudolfo Anaya</p> <p>Other Texts:</p> <p>Revisit: <u>Julius the Baby of the World</u> by Kevin Henkes</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on point of view of characters <ul style="list-style-type: none"> ○ Speaking in a different voice for each character ○ Analyzing how story details may differ based on who is telling it ○ Understanding how a character changed ○ Understanding why a character changes ○ Tracking the big events and how they shape the characters in the story 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham <ul style="list-style-type: none"> • Continue vowel pair 10. Vocabulary 11. Closure/ Share/ Reflection <ul style="list-style-type: none"> • How does looking at characters closely help me as a reader? 	<ul style="list-style-type: none"> • Speaking in a different voice during independent reading time • Reading response based on character changes • Sharing point of view of characters based on evidence from the story • Discuss the “turning point” for the character 	<p>point of view change</p> <p>amazing words/red words</p>
<p><i>During Weeks 6 & 7</i></p> <p><i>Shift focus to Informa-</i></p>	<p><u>Rosa and Blanca</u> by Joe Hayes</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Compare different styles of speaking (e.g. speaking to adults vs. friends, babies; formal vs. informal) 	<ul style="list-style-type: none"> • Notices the difference styles of speaking • Accurately state author’s point of view and reasons • Connect reasons to author’s point of view 	

<p><i>tional texts</i></p> <p><i>Author's Point of View</i></p>	<p>Other Texts:</p> <p>Use an article from Readworks.org that focuses on author's point of view (e.g. "Smoking Hurts People and the Environment!")</p>	<ul style="list-style-type: none"> • Focus on analyzing author's point of view <ul style="list-style-type: none"> ○ What is the author trying to say? ○ What reasons does the author give for his/her point? ○ Describe how reasons support author's point <ol style="list-style-type: none"> 3. Shared Reading (2-3x per week) 4. Guided Reading (daily) 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational skills 9. Word Study <ul style="list-style-type: none"> • Review vowel pairs 10. Vocabulary 11. Closure/ Share/ Reflection 		
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DIFFERENTIATION

Differentiation strategies: small group instruction, respectful tasks based on readiness, interests, learning profile, flexible grouping, ongoing assessment and adjustment, excerpt texts, sentence frames, equity sticks- <http://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

RESOURCES

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<http://www.njamistadcurriculum.net>

Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm Leveled Reading Passages: www.readworks.org

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login>, RAZ-Kids-<https://www.raz-kids.com/main/Search/?searchTerms=login>, Learn 360-http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>Pearson Reading Website-<https://www.pearsonrealize.com/#/>, iPad-applications for ELA Standards, document camera, RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	2
Trimester:	2	Unit Title:	Opinion Writing – Essays
		Pacing:	4 weeks

ESSENTIAL QUESTION

- How can I show how I feel about the world around me?
- How do writers interest their readers?

TARGET STANDARDS

ELA NJSLS	I Can...
W.2.1	Write about a topic or a book and tell how I feel about it
W.2.5	Stick to a topic. I can revise my writing
W.2.6	Use technology to write and publish my work
L.2.1	Make good word choices when writing
L.2.2	Follow the rules about words and sentences when I write
L.2.3	Use what I have learned about good language when writing
L.2.6	Use new words that I have learned
RF.2.3	Use word study and phonics skills to read words

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Introduction to Topic</i></p>	<p>Examples of student written/adult written opinion pieces</p> <p><u>Should We Have Pets? A Persuasive Text</u> by Sylvia Lollis</p>	<p>Suggested – On Demand: Write about a topic you have a strong opinion about. Tell why you have that opinion.</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (mini-lessons, guided writing) <ul style="list-style-type: none"> Introducing opinion essays Defining opinion (not a fact) Supporting an opinion 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> Follow rules about words and sentences when writing Use knowledge of language to write 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> On Demand State opinions and tell one or two reasons to support opinion Be able to distinguish between a fact and opinion List several opinions they feel strongly about Follow rules when spelling new words and writing 	<p>fact/opinion persuade convince essay</p>

<p><i>During Week 2</i></p> <p><i>Planning</i></p>	<p>Examples of student written/adult written opinion pieces</p> <p>Reference: <u>Should We Have Pets? A Persuasive Text</u> by Sylvia Lollis</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Charting our opinions • Supporting our opinions • Use linking words to support opinions: because, and, also (anchor chart) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Follow rules about words and sentences • Use knowledge of language to write 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • By end of week: a completed plan for an opinion essay on a given topic • State opinions and give two concrete reasons to support opinions • Use linking words to support opinion, “I adore dogs <i>because</i> they are great companions!” • Give examples of linking words • Follow rules when spelling new words and writing • Orton Gillingham dictation routine • Orton Gillingham red words 	<p>support</p>
<p><i>During Week 3</i></p> <p><i>Making Our Writing Better</i></p>	<p>Examples of student written/adult written opinion pieces</p> <p>Reference: <u>Should We Have Pets? A Persuasive Text</u> by Sylvia Lollis</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Hooking a reader ○ Put “tired” words (good, bad, great, love) to bed! Try, “fantastic”, “phenomenal,” “adore,” “loathe” ○ Crafting a concluding statement • Editing <ul style="list-style-type: none"> ○ Check my sentences for uppercase and punctuation marks ○ Spell using word wall, dictionary, prefixes, suffixes 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Anchor chart of “tired” words vs. “try this instead” words • Follow rules about words and sentences • Use knowledge of language to write 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Publish final opinion essay or essays that include a hook, support, and a conclusion on a given topic • Revision and Editing Checklist is utilized • All word wall words are spelled correctly in writing • Prefixes and suffixes are consistently used correctly • No “tired” words used • Follow rules when spelling new words and writing 	<p>hook conclusion</p>
<p><i>During Week 4</i></p>	<p>Examples of student written/adult</p>	<p>Suggested – On Demand: Topic chosen by teacher</p> <p>2 Day Sharing - Small group share with peer feedback</p> <ol style="list-style-type: none"> 1. Read Aloud 	<ul style="list-style-type: none"> • Share a completed opinion essay they believe best meets the criteria 	<p>comment feedback</p>

<p><i>Putting it all together and Sharing</i></p>	<p>written opinion pieces</p> <p>Reference: <u>Should We Have Pets? A Persuasive Text</u> by Sylvia Lollis</p>	<ol style="list-style-type: none"> 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Designing a title that gives the reader clues • Modeling being an active audience member • Giving Constructive Feedback 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Follow rules about words and sentences • Use knowledge of language to write 7. Foundational Skills-Orton Gillingham 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • How can I use my writing to change my world? • How does changing one word in my writing make my writing piece stronger? 	<ul style="list-style-type: none"> • Give peers verbal feedback on structure or craft • Reflect on question in writing: What did you learn about opinion writing? • Suggested – On Demand: Teacher chosen topic <ul style="list-style-type: none"> ○ Example: Best Hobby • Follow rules when spelling new words and writing 	
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DIFFERENTIATION

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ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login> Read, Write Think- <http://www.readwritethink.org/>, Learn 360-
http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading Website-<https://www.pearsonrealize.com/#/> Overhead Camera, iPads-various ELA apps., RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	2
Trimester:	3	Unit 5 Title:	Character Development
		Pacing:	5 weeks

ESSENTIAL QUESTION

- How can my reading lead me to consider the lessons characters learn?
- How can I examine the characters in a story to figure out the author’s message?

TARGET STANDARDS

ELA NJSLS	I Can...
RL.2.3	Describe how characters behave and think in a story
RL.2.2	Retell stories with understanding
RL.2.9	Compare and contrast two or more versions of the same story i.e. Cinderella by different authors or from different cultures
SL.2.2	Retell or describe details from what was read aloud or presented
SL.2.4	Clearly and completely describe a story or an experience

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Characters</i></p>	<p><u>Carl The Complainer</u> by Michelle Knudsen</p> <p>Other Texts:</p> <p><u>My New Toy!</u> By Mo Willems</p> <p><u>The Paper Bag Princess</u> by Robert Munsch</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Retelling/describing a story clearly Focus on using prior knowledge of characters <ul style="list-style-type: none"> Thinking of each characters role and feelings Putting yourself in the shoes of the character by using appropriate face expressions and tone of voice 3. Shared Reading (2-3x per week) 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Can clearly communicate and retell a story completely Describe each character’s role and feelings Describe how characters behave and think in a story Engage in dramatic re-enactment (Reader’s Theater) by using appropriate face expressions and tone of voice 	<p>feelings</p> <p>roles</p> <p>tone</p> <p>expression</p> <p>amazing</p> <p>words/red words</p>
<p><i>During Week 2</i></p>	<p><u>Cinderella.</u></p> <p>Other Texts:</p>	<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Including details when retelling 	<ul style="list-style-type: none"> Details are included when retelling Compare and contrast the same versions of a story by using a Venn diagram 	<p>point of view</p> <p>fairytale</p> <p>fable</p>

<i>Versions of Same Story</i>	<u>Little Red Riding Hood</u> , <u>Three Little Pigs</u> (original versions of each)	<ul style="list-style-type: none"> Focus on two versions of the same story <ul style="list-style-type: none"> Understanding how the point of view changes based on who is telling the story Tracking similarities and differences in point of view of the same characters Comparing sequence of events in different versions <ol style="list-style-type: none"> Shared Reading (2-3x per week) Guided Reading (daily) Independent Reading (15-20 minutes per day) Confer with students Respond to Text Foundational Skills Word Study-Orton Gillingham Vocabulary Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Distinguish who is telling the story Track similarities and point of view of the same characters Compare sequence of events in different versions of a story 	compare contrast similarities differences versions amazing words/red words
<i>During Week 3</i> <i>Characters Motives</i>	<u>The Crow and the Pitcher</u> by Joe Hayes a fable by Aesop retold by Eric Blair <u>Cinder Edna</u> by Ellen Jackson <u>Cinder-Elly</u> by Frances Minters <u>Cendrillion: A Caribbean Cinderella</u> by Robert SanSoucie	<ol style="list-style-type: none"> Read aloud (3-5x per week) Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Focus on understanding character motives throughout fairytales i.e.- Snow White's stepmother vs. Cinderella's step-mother <ul style="list-style-type: none"> Comparing and contrasting characters Reasoning as to why characters acted and reacted in a certain way Comparing and contrasting old fairytales to modern day versions of the same fairytale Shared Reading Guided Reading Independent Reading (15-20 minutes per day) Confer with students Respond to text Foundational Skills Word Study-Orton Gillingham Vocabulary Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Detect characters motives in fairytales Compare and contrast characters in a fairytale Explain why characters acted and/or reacted in a certain Use a Venn Diagram to compare and contrast old fairytales to modern day versions of the same fairytale 	motives point of view fairytale fable
<i>During Week 4-5</i> <i>Author's</i>	<u>Tortoise and the Hare</u> by Janet Stevens	<ol style="list-style-type: none"> Read aloud (3-5x per week) Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Focus on author's message <ul style="list-style-type: none"> Introducing fables by providing 	<ul style="list-style-type: none"> Identify the elements in a fable by reading familiar fables Determine author's message Discuss how every story has a life lesson 	fable author's message lesson moral

<p>Message</p>	<p>Other Texts: Revisit: <u>A Froggy Fable</u> by John Lechner</p>	<p>information about the elements in a fable</p> <ul style="list-style-type: none"> ○ Determining author's message ○ Discussing how every story has a life lesson ○ Noticing character actions to determine the message ○ Providing different examples of author's message i.e.- don't give up, be kind to others <ol style="list-style-type: none"> 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> ● Determine the message by noticing the character actions ● Provide different examples of author's message 	
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DIFFERENTIATION

Differentiation strategies: small group instruction

- 1 Respectful tasks based on readiness, interests, learning profile
- 2 Flexible groupings
- 3 Ongoing assessment and adjustment
- 4 Differentiated rubric(s)
- 5 Excerpt texts, sentence frames, equity sticks (see link below for clarity). <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>
<http://www.njamistadcurriculum.net>
 Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
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Technology Infusion:
 Study island-<https://app.studyisland.com/cfw/login>, RAZ-Kids-<https://www.raz-kids.com/main/Search/?searchTerms=login>, Learn 360-http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Website-<https://www.pearsonrealize.com/#/>, iPad-applications for ELA Standards, RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	2
Trimester:	3	Unit 1	Opinion Writing - Reviews
		Pacing:	5 weeks

ESSENTIAL QUESTION

- How can I show how I feel about the world around me?
- How do writers interest their readers?

TARGET STANDARDS

ELA NJSLS	I Can...	
W.2.1	Write about a topic or a book and tell how I feel about it	
W.2.5	Stick to a topic. I can revise my writing	
W.2.6	Use technology to write and publish my work	
L.2.1	Make good word choices when writing	
L.2.1f	Produce, expand and rearrange complete sentences	
L.2.2	Follow the rules about words and sentences when I write	
L.2.2b	Use commas in greetings and closings of letters	
L.2.2c	Use an apostrophe to form contractions and most possessives	
RF.2.3	Can use word study and phonics skills to read words	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Introduction to Topic</i></p>	<p>Examples of student written/adult written opinion pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (mini-lessons, guided writing) <ul style="list-style-type: none"> Introducing opinion writing on reviews Exploring examples of reviews (e.g. reviews of restaurants, movies, hotels, recreational areas, plays, books) Creating a list of possible items that can be reviewed Crafting a personal list review ideas 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> Why is it a good idea to explore a lot of topics 	<ul style="list-style-type: none"> Explain what a review is and the purposes for writing a review Identify key elements in a review Brainstorm a list of possible items, places, things that can be reviewed Have a list of items/places/things to be reviewed 	<p>review opinion</p>

		before your begin writing?		
<p><i>During Week 2</i></p> <p><i>Planning to Write an Opinion Review</i></p>	Examples of student written/adult written opinion pieces	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Stating your opinion on a topic • Supporting our opinions with 2-3 reasons • Adding details to our reasons (at least 1 sentence to explain) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Using commas in greetings and closings • Use of apostrophe in contractions and possessives 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • Why did you learn about supporting your opinion? 	<ul style="list-style-type: none"> • State opinions on a topic • Support their opinions by providing to 2-3 reasons which their opinions • Add details to reasons by including at least one sentence to explain the reasons • Write a letter to a friend recommending a book or movie written with at least 2 reasons to support author's opinion • Use commas in greetings and closings 	<p>reasons</p> <p>greetings</p> <p>closings</p>
<p><i>During Week 3</i></p> <p><i>Convincing a Reader by Making Our Writing More Persuasive</i></p>	Examples of student written/adult written opinion pieces	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Explaining what a vignette is and that using a vignette is one way to support opinion • Demonstrating how to use a vignette • Modeling how to make a comparison • Providing ways to make writing more persuasive • Designing a related title that gives the reader clues • Creating a rating system 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What did you learn about making your writing more persuasive? 	<ul style="list-style-type: none"> • Write a review that uses a vignette to support opinion • Write a review that uses a comparison to support opinion • Make writing more persuasive by designing a related title that give the reader clues • Create a rating system 	<p>convince</p> <p>comparison</p> <p>vignette</p> <p>rating system</p>
<i>Week 4</i>	Examples of student	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) 	<ul style="list-style-type: none"> • Revise their review to ensure that there is an engaging introduction, a good 	

<i>Putting it All Together</i>	written/adult written opinion pieces	<ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Introduction and conclusion ○ Varying sentences ○ Persuasive language • Editing <ul style="list-style-type: none"> ○ Use editing symbols and checklist ○ Peer editing <ol style="list-style-type: none"> 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What did you learn about putting all of your information together? 	<p>conclusion, and good use of supporting details</p> <ul style="list-style-type: none"> • Revise their review by ensuring that the review contains varying sentences and persuasive language • Use editing symbols and a checklist to edit their writing for convention, grammar, and language usage • Create a final draft of a review to share with the class 	
<i>Week 5 Celebration and Reflection</i>	Examples of student written/adult written opinion pieces	<p>3-4 Day Long Author Celebration –Individual share to whole class audience with peer feedback</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Modeling being an active audience member • Giving Constructive Feedback 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • Reflection: How does an author persuade a reader? 	<ul style="list-style-type: none"> • Demonstrate how to be an active audience member and give their peers constructive feedback on structure or craft 	constructive feedback audience

DIFFERENTIATION

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ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

- 1. Global Awareness
- 2. Financial, Economic, Business and Entrepreneurial Literacy
- 3. Civic Literacy**
- 4. Health Literacy
- 5. Environmental Literacy

21st Century Skills: Bold all that apply

- 1. Creativity & Innovation
- 2. Critical Thinking & Problem Solving**
- 3. Communication & Collaboration
- 4. Media Literacy
- 5. Information Literacy
- 6. Information, Communication & Technology
- 7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login>, RAZ-Kids-<https://www.raz-kids.com/main/Search/?searchTerms=login>, Learn 360-http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading Website-<https://www.pearsonrealize.com/#/>, iPad-applications for ELA Standards, document camera, RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading		Grade:	2
Trimester:	3	Unit 6 Title:	Digging Deeper: Nonfiction	Pacing: 7 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none"> How can my reading lead me to consider the lessons characters learn? How can I examine the characters in a story to figure out the author’s message? 				
TARGET STANDARDS				
ELA NJSLS	I Can...			
RI.2.1	Ask and answer questions about the text to show my understanding			
RI.2.2	Identify the main topic of a multi-paragraph text as well as focus on specific paragraphs within a text			
RI.2.7	Explain how specific images contribute to and clarify a text			
RI.2.3	Describe how details in the text are connected			
SL.2.4	Clearly and completely describe a story or an experience			
SL.2.2	Retell or describe details from what was read aloud or presented			
RL.2.4	Describe how words and phrases have rhythm and meaning			
RI.2.5	Use text features to find information			
SL.2.1	Take part in group discussions			
RI.2.7	Explain how specific images contribute to and clarify a text			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i>	<u>Fire Fighter!</u> by Angela Royston	<ol style="list-style-type: none"> Read aloud (3-5x per week) Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Review non-fiction text features Organizing and finding information using text features Shared Reading Guided Reading Independent Reading (15-20 minutes per day) Confer with students Respond to text Foundational Skills Word Study-Orton Gillingham Vocabulary Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Provide information about their knowledge of non-fiction text features Explain how each non-fiction text feature organizes and helps to explain the information 	nonfiction text features table of contents index glossary bold print captions picture headings amazing words/ red words
<i>Using Non-fiction text Features to Find Information</i>	Other Texts: <u>Frogs!</u> <u>National Geographic Kids</u> <u>Bugs! Bugs!</u> <u>Bugs!</u> by Jennifer Dussling			
<i>During</i>		<ol style="list-style-type: none"> Read aloud (3-5x per week) 	<ul style="list-style-type: none"> Demonstrate their knowledge of 	preview

<p><i>Weeks 2 and 3</i> <i>Participating in Discussion About Texts/Book Clubs</i></p>		<ol style="list-style-type: none"> 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Rules when having a group discussion • Focus on building background knowledge to share during book clubs <ul style="list-style-type: none"> ○ organizing book clubs (based on personal interests i.e.- dinosaurs, insects, plants) ○ protocols of book clubs ○ building conversations based on prior knowledge ○ incorporating a KWL chart to show knowledge ○ supporting students in promoting group discussions based on topics 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 11. Closure/ Share/ Reflection 	<p>how to effectively participate in group discussions within book clubs</p> <ul style="list-style-type: none"> • Use KWL chart by charting what they think they know about a topic (prior knowledge) • Use KWL chart to show what they want to learn • Incorporate KWL what they learned about the topic 	<p>background knowledge nonfiction text features book clubs KWL chart Participate</p>
<p><i>During Week 4</i> <i>Comparing and Contrasting Information Across Texts</i></p>		<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on comparing and contrasting different texts on the same topic within book clubs <ul style="list-style-type: none"> ○ carrying what we learned from one book to another and sharing it ○ discovering similarities and differences in information by looking across different texts ○ noting when information from two texts doesn't match up 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 	<ul style="list-style-type: none"> • Engage in group conversations within book clubs • Reflect upon what was learned from one book to another • Identify similarities and differences in information by looking across different texts • Detect when information from two texts does not match up 	<p>book clubs compare contrast</p>

<p><i>During Week 5</i></p> <p><i>Asking and Answering Questions About Non-fiction Texts</i></p>		<p>11. Closure/ Share/ Reflection</p> <ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on asking questions <ul style="list-style-type: none"> ○ using post-its to formulate questions based on book club topics i.e. "I wonder _____ and I'll bet it's _____." ○ answering questions independently or as a group (book clubs) ○ generating further questions on topic 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respong to text 8. Foundational Skills 9. Word Study-Orton Gillingham 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Use Post-its to formulate questions based on book club topics • Respond to specific questions as a group • Respond independently to specific questions • Ask questions independently or as a group (book club) • Generate further questions on a topic 	<p>book clubs question</p>
<p><i>During Weeks 6 and 7</i></p> <p><i>Making Connections With Non-fiction Texts</i></p>		<ol style="list-style-type: none"> 1. Read aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Focus on making connections to nonfiction reading <ul style="list-style-type: none"> ○ using sentence starters to explain your thinking ○ modeling self-to-text connections, text-to-text connections, text-to-world connections ○ providing examples of connections with evidence from the text to support thinking 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer with students 7. Respond to text 8. Foundational Skills 9. Word Study- Orton Gillingham 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Use sentence starters to explain their thinking • Make self-to-text connections • Make text-to-text connections • Make text-to-world connections • Provide connections with evidence from the story to support thinking 	<p>connections evidence self-to-text text-to-text text-to-world</p>

DIFFERENTIATION

Differentiation strategies: small group instruction

1 Respectful tasks based on readiness, interests, learning profile

2 Flexible groupings

3 Ongoing assessment and adjustment

4 Differentiated rubric(s)

5 Excerpt texts, sentence frames, equity sticks (see link below for clarity). <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

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Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login> Read, Write Think- <http://www.readwritethink.org/>, Learn 360-

http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading

Website-<https://www.pearsonrealize.com/#/>

Overhead Camera, iPads-various ELA applications, RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing		Grade:	2	
Trimester:	3	Unit 2	Informational Writing – Research Projects	Pacing: 6-7 weeks	
ESSENTIAL QUESTION					
<ul style="list-style-type: none"> How can I find out more about the world around me? How do writers interest their readers? 					
TARGET STANDARDS					
ELA NJSLs	I Can...				
W.2.2	Write to inform about a topic with facts and other details				
W.2.5	Stick to a topic and revise my writing				
W.2.6	Use technology to write and publish my work				
W.2.8	Recall information to answer a question				
RF.2.3	Use word study to write words				
L.2.1a	Use collective nouns				
L.2.2	Follow the rules about words and sentences when I write				
L.2.2d	Apply what I know about spelling patterns to spell words <ul style="list-style-type: none"> Consonant-le syllable 				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Read Aloud	Must Do		Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Introduction to topic</i>	Read Alouds will be based on the resources the teacher has available and the topic chosen as a class	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Introducing research project Determining the right topic for shared research (whole class) Identifying sources to use for research (based on materials teacher has available) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> What are collective nouns? Spelling patterns: consonant -le syllable 7. Foundational Skills 8. Closure/ Share/ Reflection 		<ul style="list-style-type: none"> Participate in generating ideas for whole class research Participate in determining the right topic for shared research by the whole class Identify sources to use for research “Collective Nouns” chart Uses knowledge of spelling patterns to spell 	research source

		<ul style="list-style-type: none"> • What did you learn about finding information for your project? 		
<p><i>During Week 2</i></p> <p><i>Using Ideas, Facts, and Notes to plan for research writing</i></p>	<p>Read Alouds will be based on the resources the teacher has available and the topic chosen as a class</p>	<ol style="list-style-type: none"> 1. Read Aloud (at least 3 sources) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Identifying important facts through whole class read aloud • Planning for writing-how to take notes • Categorizing facts and ideas • Teach collective nouns (e.g. pride of lions, school of fish, herd of cattle...) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Use collective nouns when writing • Spelling patterns: consonant -le syllable 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What did you learn about gathering information for your research? 	<ul style="list-style-type: none"> • Identify important facts through whole class read aloud • Plan for writing by taking notes • Plan for writing by categorizing facts and ideas • Use and understand collective nouns related to topic of study (e.g. pride of lions, school of fish, herd of cattle) • Student and class created notes on the topic • Use collective nouns when writing • Uses knowledge of spelling patterns to spell 	<p>notes categorize/category collective nouns</p>
<p><i>During Week 3</i></p> <p><i>Putting it All Together</i></p>	<p>Read Alouds will be based on the resources the teacher has available and the topic chosen as a class</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Noticing the variety or organizational/text features of information in sources • Constructing sections (whole class, group, or individual-determined by teacher) • Writing topic sentence • Supporting topic sentence with at least three details • Creating a concluding sentence 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Spelling patterns: consonant -le syllable 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What did you learn about organizing your information? 	<ul style="list-style-type: none"> • Determine appropriate organizational/text features to use to support the text • Construct (organize) sections of their reports • Write topic sentences • Write at least three details to support the topic sentence • Complete a concluding sentence • Complete sections of project using facts learned through research • Uses knowledge of spelling patterns to spell 	<p>headings topic sentence support support concluding sentence text feature section organize</p>

<p><i>During Week 4</i></p> <p><i>Choosing a Topic and Planning our Projects</i></p>	<p>Sources will be determined by teacher based on what they have access to and what the students choose as their topics</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Determining how to pick an independent research topic • Choosing a topic and gathering sources • Taking individual notes while doing shared research • Categorizing facts into headings • Reviewing how to organize a paragraph (topic sentence, facts, and concluding sentence) • Understanding plagiarism and the importance of using their own words 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Spelling patterns: consonant –le syllables 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What did you learn about planning to write about your topic? What did you learn about using your own ideas and facts from your sources? 	<ul style="list-style-type: none"> • Determine how to pick an independent research project • Gather sources for their independent research project • Take individual notes on their chosen topic • Categorize facts into headings • Draft 2-3 planned headings with topic sentence, at least 3 facts, and a concluding sentence • Distinguish between using their own words and plagiarism • Uses knowledge of spelling patterns to spell 	<p>sources introduction conclusion plagiarism</p>
<p><i>During Week 5</i></p> <p><i>Expanding on Writing</i></p>	<p>Sources will be determined by teacher based on what they have access to and what the students choose as their topics</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Creating an introduction to project that interests a reader • Creating a conclusion that adds a sense of closure to the project • Adding text features to support the written word • Adding a Table of Contents 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Spelling patterns: consonant –le syllables 	<ul style="list-style-type: none"> • Create an introduction that consists of at least 3 sentences that pulls in a reader • Create a conclusion that consists of at least 3 sentences that adds a sense of closure to the project • Adds text features that support their written word • Complete a Table of Contents • Uses knowledge of spelling patterns to spell 	<p>table of contents</p>

		<ol style="list-style-type: none"> 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What did you learn about expanding on writing? 		
<p><i>During Weeks 6</i></p> <p><i>Editing, Revising, and Publishing</i></p>	<p>Sources will be determined by teacher based on what they have access to and what the students choose as their topics</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Editing/ revising to publish (parts or whole) <ul style="list-style-type: none"> ○ Peer Editing • Designing cover and title that pulls in a reader • Adding a bibliography 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Spelling patterns: consonant -lesyllables 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • Reflection: What did you learn about writing informational texts? 	<ul style="list-style-type: none"> • Revise their project so that it makes sense • Use their peers to assist them with editing • Design a cover and title that pulls in a reader • Include a bibliography in their report • Use a checklist to ensure completion of Research Project (title, cover, table of contents, sections, introduction, conclusion, and bibliography) • Uses knowledge of spelling patterns to spell 	<p>bibliography</p>
<p><i>During Week 7</i></p> <p><i>Celebration and Reflection</i></p>		<p>Week of Celebration & Reflection – Individual share to whole class audience with peer feedback</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Modeling being an active audience member • Giving Constructive Feedback 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> • Spelling patterns: consonant -lesyllables 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • Reflection: What did you learn about conducting a research project? 	<ul style="list-style-type: none"> • Give their peers constructive verbal feedback on structure or craft • Reflect on question in writing: What did you learn about conducting a research project? • Uses knowledge of spelling patterns to spell 	<p>constructive feedback</p>

DIFFERENTIATION

Differentiation strategies: small group instruction, respectful tasks based on readiness, interests, learning profile, flexible grouping, ongoing assessment and adjustment, excerpt texts, sentence frames, equity sticks- <http://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/>

RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net> Second Grade Language Lessons: http://www.fcrr.org/studentactivities/language_23.htm

List of Collective Nouns (Animals): <http://www.rinkworks.com/words/collective.shtml>

List of Collective Nouns: <http://www.enchantedlearning.com/grammar/partsofspeech/nouns/collective/>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

21st Century Skills: Bold all that apply

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. **Information Literacy**
6. Information, Communication & Technology
7. Life & Career Skills

Technology Infusion:

Study island-<https://app.studyisland.com/cfw/login> Read, Write Think- <http://www.readwritethink.org/>, Learn 360-

http://learn360.infobase.com/a_MyFolders.aspx, Smart Board, interactive activities with SmartExchange-<http://exchange.smarttech.com/>, Pearson Reading

Website-<https://www.pearsonrealize.com/#/>

Overhead Camera, iPads-applications for ELA Standards

RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

DIFFERENTIATION			
Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following I&RS framework • I&RS Intervention Bank • Raz-Kids: Running Record Support • Study Island • NJDOE resources • Access for all • http://www.interventioncentral.org/response-to-intervention 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open-ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • Activities aligned with above grade level text using DRA results • Jr. Great Books Library Activities • NJDOE resources
CROSS CURRICULAR RESOURCES			
The Amistad Commission's Literacy components for Primary Grades: http://njamistadcurriculum.net/			
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm			
ALIGNMENT TO 21 ST CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

Technology Infusion				
College and Career Readiness Anchor Standards	Reading	Writing	Language	Other
<p>K-5 CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Grade 2 Students 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.</p> <p>Grade 5 Students RL/RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Grade 3- 5 Students</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Grade 2 Students L.2.4.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 3 Students L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 4 Students L4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Grade 5 Students L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Smart Board Applications</p> <p>Audio Books</p> <p>Digital Books</p>

Evidence of Student Learning

- Common benchmark
- DIBELS continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Additional Texts

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the folio career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and "– Communications Career Cluster; Business, Management; and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3.. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1 Personal Financial Literacy

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand

B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

Kindergarten-2nd Grade ELA Assessments

Formative	Summative	Benchmark	Alternative
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	End-of-unit projects	DIBELS 8th Ed.	Rubrics
Observation checklists	Portfolios	RAZ Kids Benchmark Assessments	Interviews
Student interviews		Fountas & Pinnell Running Records	Essays
Student work samples		Orton-Gillingham Benchmark Assessments	Performance tasks
Journals			Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Performance tasks			Teacher-created tests
Seesaw Journal			Self and peer evaluation
			Seesaw Journal