Eagleswood Township Elementary School District
English Language Arts Curriculum
Grade 2

Pacing Guide

Units	Anticipated Timeframe
Unit 1: Foundational reading skills, Fluency, Word Study/Vocabulary, Central Message. Literature and Informational text, Conventions, Writing Narratives, Writing about Characters, story events, setting, and details in sequence.	**September- October** 25 days
Unit 2: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing	**October- November-December** 30 days
Unit 3:Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Informational Writing, Narratives, Summarizing, Revise & Edit	**January-February** 30 days
Unit 4: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features,	**February-March**

Story Elements, Use Illustrations to Gain Understanding, Write Narratives, Revise, Edit, & Publish, retell in sequence, Compare and Contrast.	30 days
Unit 5:,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Write Personal Narratives with the use of sequence and transition words, Revise, Edit, & Publish,	**March-April-May** 30 days
Unit 6: Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Opinion Writing , Write to Compare and Contrast, Review, Revise, Edit, & Publish,	**May -June** 30 days

Core materials:
Pearson *ReadyGen*
Pearson *My Sidewalks*
HMH *iRead*

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 1: Integrated English Language Arts / Grade 2	Duration: Approximately 25 days
Unit Summary: Comprehension and foundational skills will be the focus of this unit. Reading, writing and grammar skills will be developed with main focus on Literature and Poems. Writing to express ideas and emotions through narrative and descriptive styles will complement writing.	

NJ Student Learning Standards:

RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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.
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A.   Use collective nouns (e.g., *group*).
B.   Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
C.   Use reflexive pronouns (e.g., *myself, ourselves*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.1: Explain the difference between needs and wants

Computer Science and Design Thinking & Computer Science

8.1.2.CS.2Explain the functions of common software and hardware components of computing system.

8.2.2.ED.1Communicate the function of a product or devices.

8.2.2.EC.1Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them

9.1.2.CAP.1Make a list of different types of jobs and describe the skills associated with each job.

Essential Understanding	Essential Questions
● Readers choose just right books and push themselves to read more ● Establish routines, procedures, and expectations for reading time in 2nd grade ● Identify ways to read and talk about books with reading partners.	● Why is it important to ask questions before, during and after reading? ● How do readers make decisions based on habits, volume and stamina? ● What can partners talk about to grow ideas about their reading?

● Language is the way we communicate with each other and share ideas. ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselve	● Does my writing make sense? Is it complete (beginning, middle, and end)? ● How can I communicate ideas in a way that others will understand.

Evidence of Student Learning

Suggested Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
Using the characters in the story *Trouble at the Sandbox,* or a story of their choice, student write a new Narrative (Module A *ReadyGen*) Write a compare and contrast paragraph about two characters the have read about. (Module B *ReadyGen*)	**Formative Assessments** ● Teacher Observation ● Performance Assessments ● Project Specific Rubrics ● Students' writing **Summative Assessments** ● Tests ● Quizzes **Benchmark Assessment** ● Benchmark ● Linkit Assessment A ● HMH Reading Inventory **Alternative Assessments** ● Wordle of Key Terms ● Teacher Observations ● Sentence Frames ● Class Work/Homework

Knowledge and Skills	
Content	**Skills**
Students will know…. ● Use pictures and story details to describe the characters, settings, and story events. ● Understand the components and routines of the readers' workshop model. ● Make thoughtful book choices. ● Think and talk about books with each other to enhance their learning community. ● Stay focused on their reading throughout the reading workshop ● Have tools to figure out unfamiliar words and demonstrate flexibility in their use of print strategies ● Use expression and read with fluency ● Help each other to build comprehension, fluency and monitoring ● Differentiate between complete sentences and sentence fragments ● The first word in a sentence is capitalized	*Students will be able to …* ● Use story elements to help them understand what they are reading ● Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text ● Use clues to help them determine the meaning of unfamiliar words ● Notice and learn from information presented in pictures or illustrations and information provided by words in the text. ● Recall important details and answer questions about the story ● Identify illustrations and words in a story to help describe the characters, setting, or plot ● Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm ● Participate in conversations with peer and adult partners about grade 2 topics

Instructional Plan	
Suggested Activities	Resources
After listening to or reading, *Sky Sash So Blue,* by Libby Hathor, Students work ing pairs to create character description *Wordle* for one of the characters.	https://monkeylearn.com/blog/wordle/ *Sky Sash So Blue,* by Libby Hathor
Students draw a character from an independent reading book interacting in the community	Paper, crayons, text
Students draw a series of images of something that happen in their reading. They will label using sequence words. Cut the images apart and mix up for partners to put in order using the sequence words to help.	text, art supplies, scissors
Poetry Immersion: Introduce students to poetry using youtube A Poem Is… show the video without the words and students brainstorm what they think. Show them the actual words.	https://www.youtube.com/playlist?list=PL2m1vjiMH_hNQiIUiEObsMno6dY2p-CYI
Suggested Websites	
Short reading passages that help focus on comprehension	www.Readworks.org
Catchy rap songs that can be used to engage students	www.flocabulary.com

Students can practice skills using a variety of games and activities.	http://www.starfall.com http://www.abcya.com

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*See below for further ways to accommodate and modify

English Language Learners
- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers
- Use visuals

Gifted and Talented
- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk
- Pre-teach concepts
- Build background knowledge
- *cloze* activities
- *iRead* data based small group/ individual instruction

Special Education
- Follow all IEP modifications
- Use audio books, movies, videos and digital media instead of reading print materials.
- Take more time to complete a task
- Text to Speech for Writing assignments
- Work closely with teacher during completion of activities.

504
- Follow 504 plan
- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
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Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 2: Integrated English Language Arts / Grade 2	**Duration:** Approximately 30 days
Unit Summary **This unit will encompass reading from a multitude of genres to include fiction with character study, nonfiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. Continued emphasis on evidence based writing will occur across the narrative and opinion units with a strong**	

focus on writing meaningful, clear constructive responses. Grade level grammar and mechanics is a focus of the unit.

NJ Student Learning Standards

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

W.2.1.Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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

W.2.5.With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8.Recall information from experiences or gather information from provided sources to answer a question.

L.2.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3.Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.6.Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

SL.2.1.Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.1: Explain the difference between needs and wants

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

Computer Science and Design Thinking & Computer Science

8.1.2.CS.2Explain the functions of common software and hardware components of computing system.
8.2.2.ED.1Communicate the function of a product or devices.
8.1.2.DA.4Make predictions based on data using charts or graphs

8.2.2.EC.1Identify and compare technology used in different schools, communities, regions, and parts of the world
8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them
9.1.2.CAP.1Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. External factors can influence the items that an individual wants or needs.
9.1.2.FP.2: Differentiate between financial wants and needs.
9.1.2.FP.3: Identify the factors that influence people to spend or save

Essential Understandings	Essential Questions
- Readers will use story elements to understand a story. - Readers will use a variety of comprehension strategies to understand a story. - Readers will use beginning, middle and end to help them understand the story.	- How can the story elements lead to better understanding the story? - How can I use comprehension strategies to help me understand what I am reading? - How can beginning, middle and end help me to understand the story plot?
Evidence of Student Learning	

Suggested Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	Other Assessments

<mark>Students write a narrative about a character who makes a decision about money.</mark>
 	
    (Module A *ReadyGen*)
 	
<mark>Students will write an opinion paragraph about something they want and why they should have it</mark>
    (Module B *ReadyGen*)
	Formative Assessments
	● Anecdotal Notes
	● Student Observations
	● Reading Conferences
	● Guided Reading Lessons
	● Strategy Groups
	● Reader's Notebook
	Summative Assessments
	● Tests
	● Narrative Rubric
	● Opinion Rubric
	● Module 2 Unit Assessment
	Benchmark Assessment
	● Benchmark
	Alternative Assessments
	● Draw a Picture to Show Comprehension
	● ReadWorks.org Reading Level Appropriate assessment
	● Group Work/Class Discussion Rubric
	● Response Sentence Starters

Knowledge and Skills	
Content	**Skills**
Students will know…	*Students will be able to …*

● Identify and understand who the characters are in a story. ● Identify and understand where and when the setting is in a fictional story. ● Understand and describe major events in their stories, using key details. ● Think and talk about characters, setting, problem, and major events. ● Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts ● Retell to check for understanding and contribute to conversation. ● Use strategies to comprehend and monitor what they read.	● Recall important details and answer questions about the story ● Use details to describe characters, settings, and important story events ● Describe how the characters react to events and challenges from a variety of genres ● Identify illustrations and words in a story to help describe the characters, setting, or plot ● Compare and contrast two or more versions of the same story by different authors and cultures ● Retell stories to others, including fables and folktales from cultures other than my own ● Determine the central message, lesson, or moral of a story, fable, or folktale ● Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

Instructional Plan	
Suggested Activities	**Resources**
Favorite book covers: Students will create book covers answering questions such as; who, what, where, when, why and how to demonstrate understanding key details in a text. Covers can be displayed throughout the room.	Computers, Writing utensils, Art supplies Various paper types

Reader's Theater: Students will perform stories for their classmates. Students will create props to use to support the characters and setting of their story. Students will understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	Reader's Theater story, props, materials to make the setting and costumes
Create a Comic Strip: Students will create a comic strip using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Use a comic strip to illustrate; problem, solution, character change and resolution.	Various materials to create comic strips
Create a story map for *The Greatest Skating Race* by Borden, Louise	https://www.youtube.com/watch?v=lcD6ijirN2g *The Greatest Skating Race* by Borden, Louise

Websites	
Online reading passages with comprehension activities.	https://readtheory.org
Catchy rap songs that can be used to engage students	http://www.flocabulary.com
Short reading passages that help focus on comprehension	https://www.readworks.org

Modifications
Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan***)** reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.   **English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*See below for further ways to accommodate and modify

Suggested Options for Differentiation

English Language Learners
- Pair with a strong student as a "buddy"
- Explain and teach meaning of figurative language as it come up in text
- miming and roleplay
- personal word walls / word rings
- Pre-teach key vocabulary
- small group instruction / cooperative learning

Gifted and Talented
- Organize and offer flexible small group learning activities
- problem‑solving simulations
- Mini lessons to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504
- Provide differentiated instruction as needed

- Follow all IEP modifications/504 plan
- Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

504
- Follow 504 plan
- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices

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

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 3 : Integrated English Language Arts / 1st Grade	**Duration:** Approximately 30 days

Unit Summary
Comprehension skill development will continue in this unit. Writing and speaking using the conventions of English grammar will be emphasized as a response to reading. Summarizing and sequence will be in a focus as well as reading from a multitude of genres including fiction with character study, nonfiction with emphasis on text features to support meaning, and word study to strengthen comprehension and fluency. Daily lessons and activities will teach independent reading strategies, develop vocabulary and build stamina. Continued emphasis on evidence based writing will occur within narrative and informational writing activities. Students will be required to read and reread closely and research to form meaningful, clear, constructive responses.

NJ Student Learning Standards
RL.2.1.Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2.Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3.Describe how characters in a story respond to major events and challenges using key details.

RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

RI.2.1.Ask and answer such questions as *who, what, where, when, why*, and *how*
to demonstrate understanding of key details in a text.

RI.2.2.Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3.Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5.Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7.Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8.Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9.Compare and contrast the most important points presented by two texts on the same topic.

RF.2.3.Know and apply grade-level phonics and word analysis skills in decoding words.a. Know spelling-sound correspondences for common vowel teams.

RF.2.4.Read with sufficient accuracy and fluency to support comprehension. a.Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.7.Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.5.With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6.With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8.Recall information from experiences or gather information from provided sources to answer a question.

L.2.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Compare formal and informal uses of English.

Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.1: Explain the difference between needs and wants

Computer Science and Design Thinking & Computer Science

8.1.2.CS.2Explain the functions of common software and hardware components of computing system.

8.2.2.EC.1Identify and compare technology used in different schools, communities, regions, and parts of the world

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them
9.1.2.CAP.1Make a list of different types of jobs and describe the skills associated with each job.

Essential Understandings	Essential Questions
Readers will acquire new information, classify and learn new facts through information text. Non-fiction texts help me to better understand the world around me. Readers will use nonfiction text features to locate and understand key facts and information.	- How do readers acquire and understand new facts through reading informational text? - How do nonfiction text features help us to find, understand and apply information? - How do readers construct meaning from nonfiction texts?

Evidence of Student Learning	
Suggested Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**

Students research an american who did something special to help our country. The research should focus on the contributions he or she made.
Use this activity to make Amistad Law connections:
https://blackinventor.com/
http://thekulturekidz.com/
        (HMH ReadyGen Module A)
Students will design a park and explain how the park will benefit their community.
        (HMH ReadyGen Module B)
	Formative Assessments - Project Specific Writing rubric - Class discussions - Conferencing **Summative Assessments** - Unit Quizzes - Unit Assessments - Linkit Skill Assessments **Benchmark Assessment**

	- Mid year benchmark - Linkit ELA Test B - HMH Comprehension Skills Assessment **Alternative Assessments** - retell or act out - respond to stories orally - recognize a set of high frequency words - KWLA Chart: Know, Want to Know, Learn, Analyze

Knowledge and Skills	
Content	**Skills**
Students will know… - Use details in an informational text to help me explain the key ideas. - Think and learn new things when they read nonfiction. - Ask and answer questions about key details in a text. - Identify the main topic and retell key details of a text - Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. - Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. - Understand text features and how they help me as a reader	*Students will be able to …* - Use illustrations and details in an informational text to explain key ideas - Use reading strategies to help read and comprehend informational text - Study and explain how the pictures in a text are helpful in learning more about a topic - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

	● Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area* ● Identify the main purpose of a text, including what the au*thor wants to answer, explain, or describe* ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
Instructional Plan	

Suggested Activities	**Resources**
Organization Detective: Students will work in small groups and research a topic. They organize the information in categories of who, what, where, when, why, and how and create a slideshow presentation.	Anchor chart for Who What Where When Why How
Retweeting: Students will find words in nonfiction texts that they do not know. They create a twitter poster display board and tweet the words. Students make tallies on the board when they find the word in a book they are reading.	Teacher modeling, Anchor chart, Materials for making Twitter bulletin board.
Websites	

ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	www.readworks.com
Books read aloud	www.storylineonline.net
Online reading passages with comprehension practice that teachers can monitor.	https://readtheory.org

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*See below for additional ways to accommodate and modify

Suggested Options for Differentiation

English Language Learners
- Increase comprehensible input via visuals, gestures, miming, or roleplay
- word rings
- Pre-lessons

- Total physical response(TPR) activities
- Pre-teach key vocabulary
- teacher modeling
- *Cloze* activities

Gifted and Talented
- Use centers, stations, or contracts
- Students design questions
- Choice board to extend learning
- Teach cognitive and methodological skills

Basic Skills/Economically Disadvantaged/Students at Risk
- Make use of digital text.
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education
- Follow all IEP modifications
- Provide differentiated instruction as needed
- Think alouds
- Group students in partnerships that will facilitate discussion and collaborative environments
- Model

504
- Follow 504 plan
- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading

- verbal testing

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 4: Integrated English Language Arts / Grade 2	**Duration:**Approximately 30 days
Unit Summary **This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and nonfiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension and support writing across**	

genres. Varied types of writing, such as storyboards and myths will be included. Students will also work on sequence in writing. Cross-curricular, evidence based writing will continue across the narrative and informational writing with a strong focus on writing longer responses.

NJ Student Learning Standards

RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.1: Explain the difference between needs and wants

Computer Science and Design Thinking & Computer Science

8.1.2.CS.2Explain the functions of common software and hardware components of computing system.

8.2.2.ED.1Communicate the function of a product or devices.

8.1.2.DA.4Make predictions based on data using charts or graphs

8.2.2.EC.1Identify and compare technology used in different schools, communities, regions, and parts of the world

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them

9.1.2.CAP.1Make a list of different types of jobs and describe the skills associated with each job.

Essential Understandings	Essential Questions
- Language is the way we communicate with each other and share ideas. - Through listening and speaking we will become clear and effective communicators. - Reading is an active process. Reading closely to gather text evidence. This is the key to knowledge and to understanding. - The writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes - We use information to support our thinking - We will enhance our learning by using many resources and by using technology.	- What are my strategies for reading grade level text and how do I know they are working? - How can I learn about people in history and new Ideas by reading and writing? - How can I use a variety of purposes to communicate my ideas in writing and speaking? - What different resources can I use to help me understand my topic better? - How does and I listen and responding to what I hear help me learn? - How can I become a better listener and speaker? - What different types of technology can I use for different purposes?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	Other Assessments
Student will write a short story about Henry and Chin after read reading *The Earth Dragon Awakes* describing an adventure the boys might have during the rebuilding of San Francisco after the earthquake. *(HMH ReadyGen Module A)* Children will use information the have learn from the selections to write an informative magazine article explaining a natural event.	**Formative Assessments** - Writing project specific rubric - Performance Assessments - Exit Slips - Conferencing **Summative Assessments** - Tests - Quizzes

(HMH ReadyGen Module B)	● Projects
	Benchmark Assessment
	● Reading Benchmark
	● Linkit Assessment C
	● HMH Reading Inventory
	Alternative Assessments
	● Create a bookmark list facts about a natural event
	● Diary entry from a character students have read about.
	● Design a t-shirt that matches the concepts students learned about a natural event .

Knowledge and Skills	

Content	**Skills**
Students will know…	*Students will be able to …*
● How to use pictures and details in an informational text to help me explain the key ideas.	● Learn new information about interesting subjects and topics by reading and studying nonfiction texts
● Ask and answer questions about key details in a text.	● Use the text features of nonfiction as clues
● Identify the main topic and retell key details of a text	● Notice the features, details, information, and new words in nonfiction texts
● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts.	● Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense
● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts.	

	● Use strategies when they come upon unfamiliar words or phrases, or when something does not make sense

Instructional Plan	
Suggested Activities	**Resources**
Cause and Effect Matching Game: Students identify cause and effect relationships in the reads. They list cause on one card effect on another. In small groups, they will match each others causes to effects.	Student text, index cards
Students develop question based on their reading of *The Earth Dragon Awakes*. Then attempt to answer one anothers' questions in a game format.	Post-its, pencils

Websites	
Short teaching videos in all content areas that include interactive quizzes.	www.brainpop.com
Printables, activities and lesson plans	https://www.education.com/games/grammar

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*See below for additional ways to accommodate and modify

Suggested Options for Differentiation

English Language Learners
- Ask clarifying questions
- Paragraph frames
- Create Graphic Organizers with teacher before writing
- Pre-teach key vocabulary
- Modeled and shared writing activities

Gifted and Talented
- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education
- Follow all IEP modifications
- Provide differentiated instruction as needed
- PGroup students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

504
- Follow 504 plan

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 5: Integrated English Language Arts / Grade 2	**Duration:** Approximately 30 days

Unit Summary:
This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, nonfiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross-curricular, evidence based writing will continue across the narrative and informational with a strong focus on writing longer responses that include the use of time related transitions and sequence words.

NJ Student Learning Standards

RL.2.1.Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2.Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3.Describe how characters in a story respond to major events and challenges using key details.

RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

RL.2.10.By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.1.Ask and answer such questions as *who, what, where, when, why*, and *how*
to demonstrate understanding of key details in a text.

RI.2.2.Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3.Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5.Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7.Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8.Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.A.   Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).B.Build on others' talk in conversations by linking their explicit comments to the remarks of others. C.Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.1: Explain the difference between needs and wants

Computer Science and Design Thinking & Computer Science

8.1.2.CS.2 Explain the functions of common software and hardware components of computing system.

8.2.2.ED.1 Communicate the function of a product or devices.

8.1.2.DA.4 Make predictions based on data using charts or graphs

8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them

9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

Essential Understanding	Essential Questions
● Readers and writers use phonetic principles to read and spell ● Research is the process of gaining information from a variety of resources. ● Technology is a vehicle for creativity, self-expression, and self- expression, self-production, and publication. ● We use information to support our thinking and opinions. ● Does my writing make sense? Is it complete (beginning, middle, and end)?	● What are the strategies that readers can use to figure out words that they don't know? ● How do the text features help readers understand the information? ● How does Punctuation and grammar impact a writer's message.

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	Other Assessments
Think about some of the lessons learned from the reading, *Johnny Appleseed:* Use what you have, share what you have, and respect nature. Choose of one lessons that you believe is most important and write about your opinion. Include why this is still an important lesson for today's world. (Module A *ReadyGen*) Write a short story about a pioneer child who shows bravery using ideas and information from the text selections (Module B *ReadyGen*)	**Formative Assessments** ● Narrative Rubric ● Opinion Rubric ● Projects ● Class assignments ● Classroom discussion **Summative Assessments** ● Unit Tests ● Lesson Quizzes **Benchmark Assessment**

	● Benchmark assessment ● Comprehension Skills Assessment (HMH Reading Inventory) **Alternative Assessments** ● Group Work/Class Discussion ● Teacher Observation ● Verbal Responses ● Student Friendly Rubrics ● Modified Graphic Organizers
Knowledge and Skills	
Content	**Skills**
Students will know… ● Narrative, Opinion and informational writing attributes ● Respond to questions and suggestions from peers ● With assistance, use digital tools to produce and publish writing ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question ● Recognize high frequency words ● Rule of standard Engking convention and grammar and understand their importance.	*Students will be able to …* ● Differentiate between fiction and nonfiction text ● Form opinions based on information gathered through research and share orally and in writing. ● Answer text based questions after reading and rereading informational text ● Find key details about a text and share verbally on in writing ● Read grade level high frequency words with irregular spelling patterns ● Supply some facts about the topic and add details ● Create written texts for others to read.

Instructional Plan	
Suggested Activities	**Resources**
Students will practice organizing sentences regarding resources so they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will choose an "All About ..." topic. Students will pair up based on chosen topics and collaborate to write down or type facts they already know about their selected topics. Next, they will brainstorm possible places and ways to research for more information and to fact check before they each begin writing. Once all pairs have completed their writ	Chromebooks, interactive whiteboards, art supplies, mentor text
Websites	
Kid safe search engine	
360-degree virtual tour of landmarks around the world.	www.kidrex.com
Videos, fun facts, and games of various animals and photography	www.google.com/streetview/
Short reading passages that help focus on comprehension	www.Kids.Nationalgeographic.com
Suggested Options for Differentiation	
English Language Learners - Practice finding subject and verb in text sentences - Allow for additional wait time for student responses - Preview lessons - Create cognate chart	

Gifted and Talented
- Organize integrated problem‑solving simulations
- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk
- iRead small group or individual data based lessons
- Chunk texts
- Graphic organizers
- Use of a *Whisper phone* or have students read aloud

Special Education
- Follow all IEP modifications
- Pre-teach and model strategies to learn and practice new vocabulary
- Provide differentiated instruction as needed
- Provide students with a study guide before a test or quiz to help them prepare
- Cooperative learning groups

504
- Follow 504 plan
- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

Correlation Key

Holocaust	Amistad	Financial Literacy

	Career Readiness, Life Literacies, and Key Skills Practices
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Correlation Key		
Holocaust	Amistad	Financial Literacy

Unit 6: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days

Unit Summary:
This unit will encompass reading from a multitude of genres to include fiction with the study of story elements, and nonfiction with emphasis on visuals to support meaning, main ideas and topic, details, and author's purpose. Foundational skills and word study will strength comprehension and fluency. Areas of study will include high frequency words and common syllable endings. In addition, attention will be given to grade level conventions. Continued emphasis on evidence based writing will occur across with a strong focus opinion writing and writing meaningful constructive response**s.**

NJ Student Learning Standards

RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.1: Explain the difference between needs and wants

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs

Computer Science and Design Thinking & Computer Science

8.1.2.CS.2Explain the functions of common software and hardware components of computing system.

8.2.2.ED.1Communicate the function of a product or devices.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1Recognize ways to volunteer in the classroom, school and community.	
9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them	
Essential Understandings	**Essential Questions**
- Learning is an interactive process. - How we communicate changes depending on our audience. - Listening is of equal importance to talking in interpersonal communication. - Technology offers many new platforms for sharing information	- What makes a story effective for its purpose? - How does what you read influence *how* you should read it? - What are some strategies for building effective oral communication skills.

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
Students will write a book review of *68 Ways to Save the Planet Before Bedtime, On Meadow Street,* or any leveled reader they have completed. The review should have an Introduction, state an opinion about the book, supply three or more reasons to support the opinion, use linking words to connect reasons to opinion, and provide a conclusion. (Module A *ReadyGen*) Teacher reads aloud two or three versions of the same fairy tale, myth, or fable.The class brainstorms and records ideas, similarities, and differences on chart paper or whiteboard. The students write an opinion piece stating which is best and supporting it with at least three reasons. The opinion writing should include Introduction, a clearly stated	**Formative Assessments** - Opinion Writing Rubric - Completion of pre-writing graphic organizer - Conferencing - Informal writing samples **Summative Assessments** - Unit Test - Lesson Quizzes **Benchmark Assessment** - Benchmark

opinion, supply three or more reasons to support the opinion, use linking words to connect reasons to opinion, and provide a conclusion. *Print or https://betterlesson.com/lesson/537155/two-versions-of-a-fable-same-summary?from=cc_lesson	● Linkit Assessment C ● Linkit Skills Assessment **Alternative Assessments** ● Create a "movie poster" of book to support opinion ● Sentence completion ● Paragraph frames

Knowledge and Skills

Content	Skills
Students will know… ● Rereading a text helps comprehension. ● How opinions of texts are supported by details and examples ● Good readers go back and read again if something is not clear ● Affixes can be added change the meaning of words ● Find Main Ideas and details are used to retell ● Identify basic similarities in and differences between two texts	*Students will be able to …* ● Recall story elements using key details and main ideas. ● Observe how an author presents facts and recognize important word choice ● Understand narrative nonfiction text ● Compare and contrast ideas in text ● Observe, notice, and collect information about topics ● Form opinions and listen respectfully to others' opinions

Instructional Plan

Suggested Activities	Resources
Students work in pairs to create a Graphic organizer or poster in inform others about Global Warming after finding main ideas and details in a mentor text. (*68 Ways to Save the Planet Before* Bedtime)	Poster Paper, mentor text, Markers, Crayons, Colored Pencils

Sequence Game: Divide class into groups. Each student randomly receives a card that has a story event on it. They work together to arrange themselves in the correct order based on the event. Extend by having them complete the activity without using words.	Events from a familiar story or text the children have read, written out on index cards.
Play Kahoot to assess students' knowledge about various grade level grammar skills	Kahoot premade of teacher created game, Chromebook/iPad, interactive projector

Websites

Lessons and online texts	https://betterlesson.com
E books for all subjects and levels that include assessment opportunities.	https://www.getepic.com

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*See below for additional ways to accommodate and modify

Suggested Options for Differentiation

English Language Learners
- Teach cognates

- Create graphic organizers
- Provide *cloze* paragraphs when students are asked to do longer writing assignments
- Build background knowledge
- Use visuals

Gifted and Talented
- Set up independent learning opportunities such as research topics of interest
- Students design questions
- Expand reading bookshelf 'variety of genre'

Basic Skills/Economically Disadvantaged/Students at Risk
- Daily Foundational Skills practice (iRead)
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Make use of cooperative learning groups
- Pre-teach and model strategies to learn and practice new vocabulary

504
- Follow 504 plan
- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing