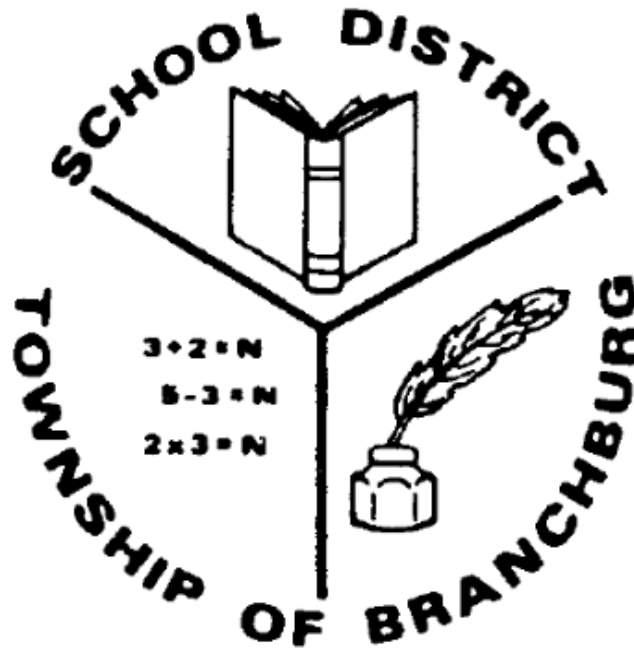


Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 English Language Arts Literacy Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	ELA	Course Title/Grade Level:	2nd Grade
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Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
Topic/Unit #1	Launching and Second-Grade Reading Growth Spurt	Launching and Lessons from the Masters: Improving Narrative Writing	(Sept- Nov) About 8 weeks
Topic/Unit #2	Becoming Experts: Reading Nonfiction	The How-To Guide for Nonfiction Writing	(Nov-Jan) About 6 weeks
Topic/Unit #3	Studying Characters	Having Opinions about Books and Life	(Jan-Feb) About 6 weeks
Topic/Unit #4	Reading to Learn: Research Clubs	Writing in the Content Areas	(Feb- April) About 6 weeks
Topic/Unit #5	Bigger Books Mean Amping Up Reading Power	Letting Our Imaginations Soar: Crafting Poetry and Fiction	(April- May) About 6 weeks
Topic/Unit #6	Series Book Clubs	Independent Writing Projects	(May- June) About 3 weeks

Topic/Unit 1 Title	Reading Unit 1 Launching and Second-Grade Reading Growth Spurt	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>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</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital texts to demonstrate understanding of its characters, setting, or plot.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● A. Know spelling-sound correspondences for common vowel teams. ● B. Decode regularly spelled two-syllable words with long vowels. ● C. Decode words with common prefixes and suffixes. ● D. Identify words with inconsistent but common spelling-sound correspondences. ● E. Recognize and read grade-appropriate irregularly spelled words. <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p> <ul style="list-style-type: none"> ● A. Use sentence-level context as a clue to the meaning of a word or phrase. ● B. Determine the meaning of the new word when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). ● C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). ● D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). 			
Interdisciplinary Connections:			
<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p>			

(Example: Students will discuss their reading identity and how they fit in the classroom reading community).

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

(Example: Students will work to create rules for Reading Workshop and build their classroom community.)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

(Example: Students will work to establish norms for reading partnerships.)

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

(Example: Students will role play different scenarios of disrespectful behavior during Reading Workshop. They will work with partners to “change” the choices of the actors in order to show how responsible readers should act.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CT.3 Use a variety of types of thinking to solve problems. <i>(Example: Students will brainstorm possible problems that can happen during independent reading time. They will develop appropriate solutions for those problems and create an anchor chart to act as a problem-solving resource for Reading Workshop.)</i></p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. <i>(Example: Students will review the procedure for accessing epic books or Raz Plus safely. They will be reminded to not go to other websites when it is independent reading time.)</i></p> <p>9.4.2.CT.2 Identify possible approaches and resources to execute a plan. <i>(Example: Students will make plans for their reading partnerships and work together to execute those plans.)</i></p> <p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will be able to navigate websites, applications, and games, ie Epic books, Google Classroom, Raz Kids, and Headsprout to reinforce taught skills.)</i></p> <p>8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.</p> <p>8.1.2.NI.4: Explain why access to devices need to be secured. <i>(Example: Students will learn their password for websites, applications, and games, ie Epic books, Google Classroom, Raz Kids, and Headsprout. They will learn the purpose of a password is to keep information private and so that everyone is reading books that are just right for them.)</i></p>

<p><i>(Example: Students will share their books and ideas with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)</i></p>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. <i>(Example: Students will work together in reading partnerships to solve problems that come up in their reading. They will encourage each other to be flexible with strategies and persevere to solve problems.)</i></p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions</p>	
<ul style="list-style-type: none"> ● How can I become a strong, independent reader, pushing myself to set and meet goals, and to recognize when something doesn't make sense, using what I know to problem-solve? ● How can I be the kind of reader who remembers to check my reading, stop when there is trouble, and fix it up, using everything I know to solve words? ● How can I set reading goals, make book recommendations, grow ideas, and tackle tricky parts as I read? ● How can I talk with my reading partner about books I'm reading; retelling the important parts or parts that stood out to me and talking about what I've learned? 	
<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> ● Readers can train themselves in good reading habits that build volume and stamina. ● Readers should begin to notice and tackle tricky parts of words independently, drawing on meaning as well as phonics. ● Readers prepare and plan for partner reading time. ● One of the most important ways to understand what we read is to successfully retell books to our partners. 	

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
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<p>Students will know:</p> <ul style="list-style-type: none"> ● Reading workshop routines and procedures ● Strategies for increasing stamina and volume ● Strategies for increasing fluency ● Strategies for monitoring for meaning ● Strategies for decoding unknown words ● Strategies for understanding new vocabulary or new meanings for known words ● Strategies for self-monitoring and fixing up reading ● Authors have intentions and readers need to try to figure out why ● Strategies for retelling stories ● Strategies for finding the big idea, or lesson, in a story 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Actively participate in Reading workshop ● Read with stamina and volume ● Read with fluency ● Monitor for meaning and show understanding of text read ● Attempt to decode unknown words ● Figure out what words or phrases mean in a story ● Fix up reading ● Read like a writer ● Retell stories ● Begin to find the big idea, or lesson, in a story
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● At this time all students are being assessed with the DRA 2 (Developmental Reading Assessment). This serves as the summative assessment for the unit showing the students' level of proficiency with accuracy, fluency, and comprehension in leveled texts.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>non-benchmark periods.</p> <ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • GRADE 2 UNIT 1 READING TEACHING POINTS AND TEACHER NOTES • <i>Second Grade Reading Growth Spurt</i> by Lucy Calkins & Shanna Schwartz (from the Units of Study for Teaching Reading) • Online Resources from www.heinemann.com/myonlineresources • Interactive Read Aloud Collection • Mentor Texts <ul style="list-style-type: none"> ○ <i>How to Read to a Grandma or a Grandpa</i> by Jean Reagan ○ <i>Katie Woo Has the Flu</i> by Fran Manushkin ○ <i>Those Darn Squirrels</i> by Adam Rubin ○ <i>Mercy Watson to the Rescue</i> by Kate DiCamillo • Classroom Leveled Library and Book Room Texts 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Raz Kids from Reading A-Z • <i>The Reading Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 1 Title	Writing Unit 1 Launching and Lessons from the Masters: Improving Narrative Writing	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). ● D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). ● F. Produce, expand, and rearrange simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 			
Interdisciplinary Connections:			
<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community. (<i>Example: Students will discuss their writing identity and how they fit in the classroom writing community</i>).</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. (<i>Example: Students will work to create rules for Writing Workshop and build their classroom community.</i>)</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p>			

(Example: Students will work to establish norms for writing partnerships.)

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

(Example: Students will role play different scenarios of disrespectful behavior during Writing Workshop. They will work with partners to “change” the choices of the actors in order to show how responsible writers should act.)

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.3 Use a variety of types of thinking to solve problems.

(Example: Students will brainstorm possible problems that can happen during independent reading time. They will develop appropriate solutions for those problems and create an anchor chart to act as a problem-solving resource for Writing Workshop.)

9.4.2.TL.2: Create a document using a word processing application.

(Example: Students can type one of their stories using Google Docs in order to practice using a word processing application. They will use the online tools to help revise and edit their piece.)

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

(Example: Students will create a digital version of one of their stories using an online digital storytelling tool such as Buncee (<https://www.edu.buncee.com/features>) or Storyboard That (<https://www.storyboardthat.com>).

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

(Example: Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)

Computer Science and Design Thinking:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

(Example: Students will be able to share their writing projects with other members of the classroom on a digital platform such as Seesaw, Flipgrid, etc.)

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

(Example: Students will use a mix of paper and pencil and technology applications to produce writing. Students can discuss the benefits of using technology to create or share their writing.)

<p>9.4.2.CI.2 Demonstrate originality and inventiveness in work. <i>(Example: Students will study mentor authors and use techniques observed creatively in their own writing.)</i></p>	
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can writers gain and use inspiration from a mentor author to write small moment stories? ● How do writers take the strategies of one mentor author and try their craft in their own writing? ● What are some powerful revision techniques writers use to revise? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Writers can gain inspiration from the writing of a mentor author and use this inspiration to write small moment stories. ● Writers have various ways we let our mentor author influence our own work to make our stories better. ● Writers have various revision strategies they can apply from studying a mentor text. 	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● Rules and procedures for Writing Workshop ● Strategies for engagement ● Strategies for generating ideas for stories ● Strategies for planning and elaborating stories ● Strategies for revising using mentor texts ● Appropriate uses of punctuation ● Features of well-written second grade narratives ● How to read like a writer ● The stages of the writing process ● Reflexive pronouns (<i>myself; ourselves</i>) *introduce only ● Past tense of irregular verbs (<i>sit- sat</i>) *introduce only ● Simple vs compound sentences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Actively participate in Writing Workshop ● Build writing stamina ● Work cooperatively with writing partners ● Generate ideas for stories ● Plan and stretch out stories ● Revise using a mentor text ● Edit for appropriate punctuation usage ● Self-assess and set goals for writing ● Try out author's craft moves in meaningful ways to lift the level of narratives ● Take a story through the writing process ● Use reflexive pronouns (<i>myself; ourselves</i>) *introduce only

- Form past tense of irregular verbs (*sit- sat*) *introduce only
- Produce, expand, and rearrange simple and compound sentences *introduce only

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Post-assessment writing task

- Give students 5 page booklets
- Students should have up to **60 minutes** for the post assessment
 - Options: 1 period or across 2 periods
- Prompt: *“I’m really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You’ll have only **60 minutes** to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:*
 - *make a beginning for your story*
 - *show what happened, in order*
 - *use details to help readers picture your story*
 - *make an ending for your story”*

Published student writing

- Post assessments and published pieces should be scored using the [Revised Narrative Writing rubric for Pre K-3](#)

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

Pre-assessment writing task

- Give students 5 page booklets
- Approximately 45 minutes
- Prompt: *“I’m really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You’ll have only **45 minutes** to write this true story, so you’ll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:*
 - *make a beginning for your story*
 - *show what happened, in order*
 - *use details to help readers picture your story*

	<ul style="list-style-type: none"> ○ <i>make an ending for your story</i> <p>Anecdotal Notes from writing conference & small group instruction</p>
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student’s writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>2nd Grade On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● GRADE 2 UNIT 1 WRITING TEACHING POINTS AND TEACHER NOTES ● <i>Lessons from the Masters: Improving Narrative Writing</i> by Lucy Calkins, Amanda Hartman & Julia Mooney (from the Units of Study in Opinion, Information, and Narrative Writing) ● Online Resources from www.heinemann.com/myonlineresources ● Mentor Texts <ul style="list-style-type: none"> ○ <i>Owl Moon</i> by Jane Yolen ○ <i>The Leaving Morning</i> by Angela Johnson ○ <i>A Moment in Time</i> by Jennifer Butenas ○ <i>Parker Looks Up: An Extraordinary Moment</i> by Parker and Jessica Curry 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> ● <i>The Writing Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Reading Unit 2 Becoming Experts: Reading Nonfiction	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ● A. Read grade-level text with purpose and understanding. ● B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>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.</p> <ul style="list-style-type: none"> ● A. Use sentence-level context as a clue to the meaning of a word or phrase. ● E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 			
Interdisciplinary Connections:			
<p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. <i>(Example: As a culmination to the Biological Evolution (Habitats and Biomes unit of study, students can choose an animal or habitat to read and research. This will add to the knowledge gained during their hands-on observations in science.)</i></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <i>(Example: During the sharing of their culminating projects, students can engage in discussion, thus deepening their thinking and sharing ideas.)</i></p>			

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. <i>(Example: Students will do simple research on their topic. They will learn how to type the topic into the search bar of epic (or another resource) and push enter)</i></p> <p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. <i>(Example: Students may use sites including, but not limited to Discovery Ed or Brain Pop to grow their knowledge)</i></p> <p>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. <i>(Example: Students will participate in online field trips, find images, and view videos through Discovery Education or Skype sessions with experts in the field (when applicable) to learn more about their habitat.)</i></p>	<p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. <i>(Example: Students may experience an interactive field trip such as one to Lord Stirling Park or the Philadelphia Zoo and engage with a professional at that site.)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I use all the parts of an informational text to learn more about a topic? ● How can I figure out the meaning of new words I encounter in my books? ● How can I figure out the main idea of an informational text? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers need to use all the parts of an informational text, words, pictures, and other text features to learn about a topic. ● Readers need to have strategies they use to figure out new expert vocabulary.

- It is important to figure out the main idea of an informational text.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to learn from all of the parts of a nonfiction text ● Strategies for previewing a nonfiction text ● Text features are an important part of a nonfiction text and should be read with as much power as the words themselves ● Strategies for figuring out the meaning of content specific words ● Strategies for building fluency in nonfiction texts ● Strategies for identifying the main topic/ idea of a nonfiction text ● Strategies for identifying subtopics in a nonfiction text ● Characteristics of a strong nonfiction retelling ● Topic/ Subtopic/ Details graphic organizer structure ● Boxes and Bullets graphic organizer structure 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read to learn ● Preview the text to help learn ● Use text features to enhance learning ● Build content-specific vocabulary ● Reread texts to build fluency and understanding ● Use content specific vocabulary (keywords) when discussing a nonfiction text ● Identify the main topic/ idea of a nonfiction text ● Identify important subtopics in a nonfiction text ● Retell nonfiction texts ● Write retellings of nonfiction texts

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post Assessment Task</p> <ul style="list-style-type: none"> ● Use an informational article (short text) of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills: <ul style="list-style-type: none"> ○ Identifying a fact learned from text read (“<i>What have you learned so far about ____?</i>”) ○ Using a nonfiction text feature to learn more information (“<i>Study the ____.</i> <i>What else have you learned about ____?</i>”) ○ Defining a new vocabulary word (“<i>What does the word ____ mean?</i>”) ○ Identifying the main idea (“<i>What is the main idea the author is really trying to teach us here?</i>”).
<p>Formative Assessments (Ongoing assessments during)</p>	<p>Pre Assessment Task</p> <ul style="list-style-type: none"> ● Use an informational article (short text) of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills:

<p>the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ○ Identifying a fact learned from text read (“<i>What have you learned so far about ____?</i>”) ○ Using a nonfiction text feature to learn more information (“<i>Study the ____ . What else have you learned about ____?</i>”) ○ Defining a new vocabulary word (“<i>What does the word ____ mean?</i>”) ○ Identifying the main idea (“<i>What is the main idea the author is really trying to teach us here?</i>”). <ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>The tasks listed below would be ongoing and done as authentic parts of differentiated reading instruction with all students.</p> <ul style="list-style-type: none"> ● Running Record assessments (100-150 words of text) will be one of the best methods for collecting data on students’ decoding strengths and challenges. Besides determining text level appropriateness, be sure to analyze running records according to the sources of information being used: meaning, structure, or visual. ● As students read, make notes of their fluency. Are they reading in short phrases? Do they begin to attend to punctuation? Do they begin to read with expression? ● After students have read a book aloud, ask them to retell what they have read. Take note that they include most important events/ facts from the text and they retell in an order that makes sense for the genre of the text. ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<ul style="list-style-type: none"> ● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. ● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess

grade level standards; given 2-3 X per year)	students' application of reading skills.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● GRADE 2 UNIT 2 READING TEACHING POINTS AND TEACHER NOTES ● <i>Becoming Experts: Reading Nonfiction</i> by Lucy Calkins, Amanda Hartman, Celena Dangler Larkey & Lindsay Wilkes (from the Units of Study for Teaching Reading) ● Online Resources from www.heinemann.com/myonlineresources ● Classroom Leveled Library and Book Room Texts ● Interactive Read Aloud Collection ● Mentor Texts <ul style="list-style-type: none"> ○ <i>Knights in Shining Armor</i> by Gail Gibbons ○ <i>Tigers</i> by Laura Marsh ○ <i>Amazing Animals: Tigers</i> by Valerie Bodden ○ <i>Extreme Sports</i> by Sean Finnegan 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> ● Raz Kids from Reading A-Z ● <i>Epic Books</i> (https://www.getepic.com/app/sign-in) ● <i>The Reading Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Writing Unit 2 The How-To Guide for Nonfiction Writing	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • A. Capitalize holidays, product names, and geographic names. • D. Generalize learned spelling patterns when writing words (e.g., <i>cage- badge</i>; <i>boy-boil</i>). • E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings. <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • A. Use collective nouns • B. Form and use frequently occurring irregular plural nouns 			
Interdisciplinary Connections:			
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (<i>Example: Students may find a “real word” situation at school and share their problem solving ideas with one another.</i>)</p> <p>1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. (<i>Example: Students may create artwork on sites such as Paint Online - A free draw, art and creativity game for kids and use it to enhance their writing.</i>)</p>			

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. <i>(Example: Students will use digital tools, such as Google Slides, Seesaw, etc to create a project about their expert topic.)</i></p> <p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)</i></p> <p>9.4.2.CI.2 Demonstrate originality and inventiveness in work. <i>(Example: Students will show creativity and inventiveness when working on their digital expert project.)</i></p>	<p>8.2.2.ITH.3: Identify how technology impacts or improves life. <i>(Example: Students will use various digital tools and resources for publishing their Expert Projects. These will not only enhance productivity but help them collaborate with others outside of their school community. Students will compare their traditional All About Book and their Expert Project and discuss how each helps them share their knowledge.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we share what we know with the world? ● How can we write with a specific audience in mind? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Information books are written to teach others. ● We must keep our audience in mind as we draft, revise, edit, and share our writing. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Strategies for planning informational books ● Strategies for elaborating informational books ● Nonfiction text features 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Plan and draft informational books about expert topics ● Incorporate nonfiction text features ● Write with a specific audience in mind

<ul style="list-style-type: none"> ● Strategies for writing with audience in mind ● Strategies for helping reader envision facts ● Types of Leads ● How to use a revision and editing checklist ● How to use a revision and editing checklist to set goals ● Revision strategies ● Editing strategies ● Importance of sharing information with world ● Opportunities that technology gives us ● Collective nouns (<i>class, flock</i>) *introduce only ● Irregular plural nouns *introduce only 	<ul style="list-style-type: none"> ● Help reader picture and envision information ● Hook your reader with a strong lead ● Revise and edit books ● Research to add more ● Use technology to share information with the world ● Use collective nouns (<i>class, flock</i>) *introduce only ● Form irregular plural nouns *introduce only
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ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Post assessment writing task

- Give students 5 page booklets
- Students should have up to **60 minutes** for the post assessment
 - Options: 1 period or across 2 periods
- Prompt: *“I’m really eager to understand what you can do as writers of informational, or nonfiction texts. Today, you will get a chance to teach me all about something you are an expert of. Think of a topic you’ve studied, you know a lot about, or have had lots of experience with. You’ll have **60 minutes** to write an informational or All-About book that teaches others about your topic. You’ll need to plan, draft, revise, and edit. Write in a way that allows you to show off all you know about informational writing. Be sure to:*
 - *introduce your topic*
 - *use facts to help teach about your topic*
 - *have an ending”*

Published writing piece for student portfolio

- Assessments should be scored using the **Revised Informational Writing rubric Pre K-3**

Formative Assessments
(Ongoing assessments during

Pre-assessment writing task

<p>the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Give students 5 page booklets ● Approximately 45 minutes ● Prompt: <i>“I’m really eager to understand what you can do as writers of informational, or nonfiction texts. Today, you will get a chance to teach me all about something you are an expert of. Think of a topic you’ve studied, you know a lot about, or have had lots of experience with. You’ll have only 45 minutes to write an informational or All-About book that teaches others about your topic. You’ll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about informational writing. Be sure to:</i> <ul style="list-style-type: none"> ○ <i>introduce your topic</i> ○ <i>use facts to help teach about your topic</i> ○ <i>have an ending”</i> ● Assessments should be scored using the Revised Informational Writing rubric Pre K-3 <p>Anecdotal Notes from writing conferences and small group instruction</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>2nd Grade On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing.
<p>RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● GRADE 2 UNIT 2 WRITING TEACHING POINTS AND TEACHER NOTES ● <i>The How-To Guide for Writing Nonfiction If/ Then Unit for Grade 2</i> by Lucy Calkins, Valerie Geschwind & Jennifer DeSutter (from the Units of Study in Opinion, Information, and Narrative Writing) (BENDS 1 and 2 only) 	

- Online resources from www.heinemann.com/myonlineresources
- Mentor Texts:
 - A demonstration text written by teacher about a topic of expertise (start bare bones so you can use it to model from during mini-lessons)
 - **Earthworms** by Claire Llewellyn
 - **Bugs! Bugs! Bugs!** by Jennifer Dussling
 - **Animals Nobody Loves** by Seymour Simon
 - **Surprising Sharks** by Nicola Davies
 - **The Story of Chocolate** by Caryn J. Polin
 - **Invaders from Outer Space** by Phillip Brooks
 - **Pebble Go: “Find and Sharing Information”** <https://www.pebblego.com/modules/2/categories/2983/articles/2192> (Shared Reading) can be used in Bend One as a kick off to the concept of gathering information/facts from books then sharing it in writing

Supplemental materials:

- **The Writing Strategies Book** by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Reading Unit 3 Studying Characters	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL 2.6 Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● 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. <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● A. Identify real-life connections between words and their use ● B. Distinguish shades of meaning among closely related verbs and closely related adjectives 			
Interdisciplinary Connections:			
<p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). (<i>Example: Students will discuss the actions of characters in books. They will look for positive character traits and discuss which traits that characters possess could be most helpful in real life problem solving.</i>)</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (<i>Example: Students may engage in discussion during morning meeting, social-emotional lessons or interactive read alouds such as Be Kind or Yard Sale</i>)</p>			

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. <i>(Example: Compare and contrast the traditions, beliefs, and ideas of different characters and yourself.)</i></p> <p>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts <i>(Example: Reading partnerships can communicate digitally and create a digital artifact to share their thinking.)</i></p> <p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will read books with diverse characters and settings.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will be able to navigate websites and games, ie KidsA-Z.com [https://www.kidsa-z.com/main/Login] or Epic Books, to reinforce taught skills about character and the lesson of the story.)</i></p> <p><i>(Example: Students can use Chatterpix [http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/] to give their ideas on the characters in their books.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I be a thoughtful fiction reader who thinks carefully about characters and their stories, asking and answering questions, drawing on strategies when books (and characters, too) are hard to understand, and considering what an author intends for me to learn through a character’s journey? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● We can get to know the characters’ wants and troubles by tracking them through our books. ● We think about the character’s traits and examples from the story to prove that a character is acting a certain way. ● Characters have feelings in the beginning, middle and end of any book. ● Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life 	
STUDENT LEARNING OBJECTIVES	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • How to make, confirm, and revise predictions about a character based on what we read. • Strategies to monitor reading. • Characters' problems and resolutions • Character traits • Characters' feelings and changes over time • Lessons can be learned from characters • How to compare books 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Make, confirm, and revise predictions about a character based on what we read. • Monitor for meaning • Identify the main problem a character faces and how he/she resolves that problem in a story. • Identify character traits based on patterns in actions, words, and thoughts. • Think deeply about character traits • Identify how a character feels at different points of a story. • Explain how a character changes across a book. • Learn life lessons from our characters • Compare books

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post Assessment Interactive Read Aloud (Stop and Jot Task)</p> <ul style="list-style-type: none"> • Use a picture book of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills: <ul style="list-style-type: none"> ○ Identifying a problem (“<i>What was the big problem that ____ is facing now?</i>”) ○ Identifying the solution (“<i>How did ____ solve the problem?</i>”) ○ Identifying character change (“<i>How did ____’s feelings change in the book?</i>”) ○ Identifying a character trait (“<i>What’s one word that you would use to describe ____?</i>”)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre Assessment Interactive Read Aloud (Stop and Jot Task)</p> <ul style="list-style-type: none"> • Use a picture book of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills: <ul style="list-style-type: none"> ○ Identifying a problem (“<i>What was the big problem that ____ is facing now?</i>”) ○ Identifying the solution (“<i>How did ____ solve the problem?</i>”) ○ Identifying character change (“<i>How did ____’s feelings change in the book?</i>”) ○ Identifying a character trait (“<i>What’s one word that you would use to describe ____?</i>”)

	<p>Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>The tasks listed below would be ongoing and done as authentic parts of differentiated reading instruction with all students.</p> <ul style="list-style-type: none"> ● Running Record assessments (100-150 words of text) will be one of the best methods for collecting data on students' decoding strengths and challenges. Besides determining text level appropriateness, be sure to analyze running records according to the sources of information being used: meaning, structure, or visual. ● As students ,make notes of their fluency. Are they reading in short phrases? Do they begin to attend to punctuation? Do they begin to read with expression? ● After students have read a book aloud, ask them to retell what they have read. Take note that they include most important events/ facts from the text and they retell in an order that makes sense for the genre of the text. ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> ● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. ● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
<p>RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● GRADE 2 UNIT 3 READING TEACHING POINTS AND TEACHER NOTES 	

- ***If...Then... Curriculum Assessment Based Instruction*** by Lucy Calkins & Elizabeth Moore (from the Units of Study for Teaching Reading)
- Online resources from www.heinemann.com/myonlineresources
- Leveled Classroom Library Books and Assorted Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Mentor Texts](#)
 - ***Houndsley and Catina*** by James Howe
 - ***Pinky and Rex*** by James Howe

Supplemental materials:

- [Raz Kids](#)
- ***The Reading Strategies Book*** by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Writing Unit 3 Having Opinions about Books and Life	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>W.2.8 Recall information from experience or gather information from provided sources to answer a question.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • B. Use commas in greetings and closings in English. • C. Use an apostrophe to form contractions and frequently occurring possessives. <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • A. Compare formal and informal uses of English. <p>L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including adjectives and adverbs to describe (e.g. <i>When other kids are happy that makes me happy</i>).</p>			
Interdisciplinary Connections:			
<p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. <i>(Example: Students will discuss the rights people have in America. Everyone has the right to their own opinion and to be able to share that opinion through freedom of speech.)</i></p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. <i>(Example: Students will role play appropriate ways to agree and disagree with someone else’s opinion. When sharing opinion writing pieces we want students to understand the perspectives’ of others.)</i></p>			

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

(Example: Students will learn that people can change opinions based on new information they learn. During a “4 Corners” or “Cross the Line” type game, give students the opportunity to share the reasoning behind their opinion and move to show a change of opinion when it occurs.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will share (orally or digitally) their opinion pieces and comment to one another in strengthening their ideas/support for another’s stated opinion or share ideas/support to respectfully disagree with another’s stated opinion.)</i></p> <p>9.4.2.DC.2 Explain the importance of respecting the digital content of others.</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. <i>(Example: When working in a partnership or small group, students will use features such as “comment” or “side bars” to communicate with others to react or suggest to another’s contribution/position.)</i></p> <p>9.4.2.IML.2: Represent data in a visual format to tell a story about the data <i>(Example: With teacher support, students will collect opinions on a question of their choice. They will enter the data in a spreadsheet and sort the information to answer questions about their question.)</i></p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</p>	<p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. <i>(Example: Students will send an email and a letter to someone during this unit. They will compare and contrast the two forms of communication.)</i></p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs. <i>(Example: With teacher support, students will collect opinions on a question of their choice. They will enter the data in a spreadsheet and sort the information to answer questions about their question. Students will present their findings.)</i></p>

(Example: Students will produce at least one letter or reader response piece using a digital tool or resource such as Screencastify [<https://www.screencastify.com/>], Podcast Audiobooks using QR codes, or Letter Generator on www.readwritethink.org.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

- How can I strengthen my writing muscles so that I am better at giving evidence to support an opinion?
- How can I do really important things with my opinion writing?

Enduring Understandings

- We have opinions about our characters and people can agree or disagree with my opinion
- I can use text evidence to support my opinion
- Writers write letters, posters, signs, songs, or make speeches to express their opinions.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- Steps for writing an opinion letter about reading
- Strategies for working with a writing partner
- Strategies for making opinions stronger
- Strategies for writing introductions
- Strategies for writing conclusions
- How to use a checklist to self-assess writing
- Strategies for elaboration
- How to include text evidence
- Strategies for making writing easier to read
- Steps for writing a nomination
- Strategies for making comparisons between books
- Rules for punctuation
- How to use mentor texts
- Steps of the writing process
- Reflexive pronouns (*myself; ourselves*)

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- State opinions about books through letter writing
- Make opinions stronger
- Be solution oriented
- Write introductions and conclusions
- Include text evidence
- Make letters easier to read
- Write nominations
- Make comparisons
- Use punctuation in appropriate ways
- Self-assess writing and set new goals
- Revise and edit writing
- Celebrate growth as a writer
- Use reflexive pronouns (*myself; ourselves*)
- Form the past tense of irregular verbs (*sit- sat*)

<ul style="list-style-type: none"> ● Past tense of irregular verbs (<i>sit-sat</i>) ● Simple vs compound sentences ● Commas in greetings and closings of letters ● Contractions ● Apostrophes used in contractions and possessives 	<ul style="list-style-type: none"> ● Produce, expand, and rearrange simple and compound sentences ● Use commas in greetings and closings of letters ● Form Contractions ● Use apostrophes correctly to form contractions and possessives
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post assessment writing prompt:</p> <ul style="list-style-type: none"> ● Students should have up to 60 minutes for the post assessment <ul style="list-style-type: none"> ○ Options: 1 period or across 2 periods ○ <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Today you will get a chance to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about opinion writing. You’ll have only 60 minutes to plan, draft, revise, and edit. Remember to:</i> <ul style="list-style-type: none"> ○ <i>Name your opinion</i> ○ <i>Give your reasons and evidence to explain why you have that opinion</i> ○ <i>have an ending”</i> <p>Published piece for student writing portfolio</p> <ul style="list-style-type: none"> ● Assessments should be scored using the Revised Opinion Writing rubric
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<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre assessment writing prompt:</p> <ul style="list-style-type: none"> ● <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Today you will get a chance to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about opinion writing. You’ll have only 60 minutes to plan, draft, revise, and edit. Remember to:</i> <ul style="list-style-type: none"> ○ <i>Name your opinion</i> ○ <i>Give your reasons and evidence to explain why you have that opinion</i> ○ <i>have an ending”</i> ● Assessments should be scored using the Revised Opinion Writing rubric
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	Anecdotal Notes from writing conferences and small group instruction
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Student self-assessment using the Opinion Writing Checklist for Grades 1/2 • You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	2nd Grade On-Demand Benchmark Assessment <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • GRADE 2 UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES • <i>Writing About Reading Grade 2 Book 3</i> by Shanna Schwartz, Alexandra Marron & Elizabeth Dunford (from the TC Units of Study for Teaching Reading) • Online resources from www.heinemann.com/myonlineresources • Mentor texts <ul style="list-style-type: none"> ○ <i>Pinky and Rex and the Bully</i> by James Howe ○ <i>Mercy Watson to the Rescue</i> by Kate DiCamillo ○ <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin ○ <i>One Word From Sophia</i> by Jim Averback 	
Supplemental materials: <ul style="list-style-type: none"> • <i>The Writing Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Reading Unit 4 Reading to Learn: Research Clubs	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>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.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.9 Compare and contrast the most important parts presented by two texts on the same topic.</p> <p>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.</p> <p>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).</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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 an issue.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • A. Compare formal and informal uses of English. 			
Interdisciplinary Connections:			
<p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. <i>(Example: Students will work collaboratively to research an extreme weather or Earth system topic. One of the things they will be asked to explore is the speed at which the event occurs. They will be reading across multiple sources to look for evidence to support their claim.)</i></p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p>			

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

(Example: While researching the extreme weather or Earth system topic of their choice, students should research the impact of climate change on their topic. They should work together to develop an action plan of possible ways to help solve the problem.)

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

(Example: While working in their research groups or partnerships, students will meet to share their individual contributions and notice how they all fit together. Students may revise their research plan or their plan to help solve a problem based on the work of the other students with whom they are working.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.</p> <p>9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</p> <p><i>(Example: Students may work individually or in small interest groups using printed materials such as texts, articles, and periodicals, in conjunction with child safe online research sites such as Brain Pop, Jr, Scholastic.com, Epic, to learn about a topic of interest in connection with an Earth System. Students may use any strategy such as a readers’ notebook or “stop and jot” sticky notes to gather information. After gathering information, students may brainstorm a problem/solution presentation in a written or digital format to share with other students.)</i></p>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p> <p><i>(Example: Students may work individually or in small interest groups using printed materials such as texts, articles, and periodicals, in conjunction with child safe online research sites such as Brain Pop, Jr, Scholastic.com, Epic, to learn about a topic of interest in connection with an Earth System. Students may use any strategy such as a readers’ notebook or “stop and jot” sticky notes to gather information. After gathering information, students may brainstorm a problem/solution presentation in a written or digital format to share with other students.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Essential Questions	

- How can I gather information about a topic that interests me, comparing, contrasting, and synthesizing my own ideas and those of others (authors and people in my club), so that my club and I can develop new ideas?
- Enduring Understandings**
- Readers gather information about a topic by studying books on the topic to compare, contrast and synthesize their own ideas.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to conduct research ● Strategies for finding similarities across books ● Strategies for retelling topics vs just one book ● Previously taught nonfiction reading strategies ● Ways to monitor for meaning while reading NF ● Nonfiction text structures ● Strategies for talking about your topic with a research club ● Strategies for planning out research ● Strategies for note-taking ● Strategies for organizing information ● Strategies for decision making and compromise ● Speaking and listening skills 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Study a topic by reading lots of books on that topic ● Find similarities across books ● Retell topics ● Practice previously taught nonfiction skills ● Monitor for meaning ● Explore text structures as a way to learn information ● Talk about topic with members of your research club ● Make a plan ● Keep track of learning ● Organize information ● Plan for presentation ● Teach others

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● The nonfiction grade level benchmark Level 28 DRA will be given to all students
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)
<p>Alternative Assessments (Any learning activity or assessment)</p>	<p>The tasks listed below would be ongoing and done as authentic parts of differentiated reading instruction with all students.</p>

<p>that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Running Record assessments (100-150 words of text) will be one of the best methods for collecting data on students' decoding strengths and challenges. Besides determining text level appropriateness, be sure to analyze running records according to the sources of information being used: meaning, structure, or visual. ● As students read, make notes of their fluency. Are they reading in short phrases? Do they begin to attend to punctuation? Do they begin to read with expression? ● After students have read a book aloud, ask them to retell what they have read. Take note that they include most important events/ facts from the text and they retell in an order that makes sense for the genre of the text. ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> ● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. ● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
<p>RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● GRADE 2 UNIT 4 READING TEACHING POINTS AND TEACHER NOTES ● <i>Becoming Experts</i> by Amanda Hartman, Celena Dangler Larkey & Lindsay Wilkes (from the Units of Study for Teaching Reading) ● <i>If...Then... Curriculum Assessment Based Instruction</i> by Lucy Calkins & Elizabeth Moore (from the Units of Study for Teaching Reading) *pages 91-117 <i>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</i> ● Online Resources from www.heinemann.com/myonlineresources ● Classroom Leveled Library books and Assorted Book Room texts ● Interactive Read Aloud Collection 	

- [Mentor Texts](#)
 - Teacher Mentor Text Set: create a text set of books on a topic related to Earth systems (i.e. earthquakes, volcanoes, glaciers, erosion, etc.) This set should be used as read aloud materials and models for mini-lessons.
 - **Tigers** by Laura Marsh
 - **Amazing Animals: Tigers** by Valerie Bodden

Supplemental materials:

- [Raz Kids from Reading A-Z](#)
- *Epic Books* (<https://www.getepic.com/app/sign-in>)
- **The Reading Strategies Book** by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/ Unit 4 Title	Writing Unit 4 Writing in the Content Areas	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p>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.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● E. Use adjectives and adverbs, and choose between them depending on what is to be modified. <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● A. Capitalize holidays, product names, and geographic names. ● C. Use an apostrophe to form contractions and frequently occurring possessives. ● D. Generalize learned spelling patterns when writing words (e.g. <i>cage- badge; boy- boil</i>). ● E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling. 			
Interdisciplinary Connections:			
<p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <i>(Example: Students will research the problem of erosion on the playground. They will be conducting various experiments during the course of the unit in order to hypothesize solutions to the problem.)</i></p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>			

(Example: Students will research the problem of erosion on the playground. They will create models of the playground before and after various rainfalls.)

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

(Example: Students will research the problem of erosion on the playground. They will be questioning, observing, and researching the problem. The unit will culminate with students sharing their plans to fix the problem.)

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

(Example: While researching the extreme weather or Earth system topic of their choice, students should research the impact of climate change on their topic. They should work together to develop an action plan of possible ways to help solve the problem.)

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

(Example: Students may work individually or in small interest groups using printed materials such as texts, articles, and periodicals, in conjunction with child safe online research sites such as Brain Pop, Jr, Scholastic.com, Epic, to learn about a topic of interest in connection with an Earth System. Students may use any strategy such as a readers’ notebook or “stop and jot” sticky notes to gather information. After gathering information, students may brainstorm a problem/solution presentation in a written or digital format to share with other students.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.</p> <p>9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</p>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p> <p><i>(Example: Students may work individually or in small interest groups using printed materials such as texts, articles, and periodicals, in conjunction with child safe online research sites such</i></p>

<p><i>(Example: Students may work individually or in small interest groups using printed materials such as texts, articles, and periodicals, in conjunction with child safe online research sites such as Brain Pop, Jr, Scholastic.com, Epic, to learn about a topic of interest in connection with an Earth System. Students may use any strategy such as a readers' notebook or "stop and jot" sticky notes to gather information. After gathering information, students may brainstorm a problem/solution presentation in a written or digital format to share with other students.)</i></p>	<p><i>as Brain Pop, Jr, Scholastic.com, Epic, to learn about a topic of interest in connection with an Earth System. Students may use any strategy such as a readers' notebook or "stop and jot" sticky notes to gather information. After gathering information, students may brainstorm a problem/solution presentation in a written or digital format to share with other students.)</i></p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I live and write like a scientist, questioning, testing, and interpreting the results I discover? ● How can I apply the data I've collected by experimenting and the new understandings I have come to to write an informational book about a topic of my choice? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Writers can write like a scientist by asking clear questions and writing up results qualitatively and quantitatively.
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Content from science unit ● Strategies for elaboration in informational writing ● Strategies for grammar and conventions in order to make informational writing easier to read ● Informational text features and text structures to be used to share information ● Strategies for writing nonfiction chapter books, stories that teach (narrative nonfiction), how to books, and question-and-answer format books ● Adverbs *introduce only ● Adjectives *introduce only 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask questions and create new investigations ● Share scientific ideas and conclusions ● Lift the level of writing by learning more about the subject ● Self-assess and set goal ● Organize information and results ● Compare results to grow new ideas ● Design and write about new investigations ● Edit writing so it's easier for others to read and learn from ● Rehearse and plan information books ● Add elaboration strategies into information books

<ul style="list-style-type: none"> ● Collective nouns (<i>class, flock</i>) ● Irregular plural nouns 	<ul style="list-style-type: none"> ● Edit information books ● Draft information across different nonfiction text structures ● Choose a type of information book to publish and celebrate ● Use adjectives and adverbs appropriately *introduce only ● Use collective nouns (<i>class, flock</i>) ● Form irregular plural nouns
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post assessment writing task</p> <ul style="list-style-type: none"> ● Students should have up to 60 minutes for the post assessment (Options: 1 period or across 2 periods) ● <i>“I’m really eager to understand what you can do as writers of informational, or nonfiction texts. Today, you will get a chance to teach me all about something you are an expert of. Think of a topic you’ve studied, you know a lot about, or have had lots of experience with. You’ll have only 60 minutes to write an informational or All-About book that teaches others about your topic. You’ll need to plan, draft, revise, and edit. Write in a way that allows you to show off all you know about informational writing. Be sure to:</i> <ul style="list-style-type: none"> ○ <i>introduce your topic</i> ○ <i>use facts to help teach about your topic</i> ○ <i>have an ending</i> <p>Published student writing for portfolio</p> <ul style="list-style-type: none"> ● Assessments should be scored using the Revised Informational Writing rubric
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre assessment writing task</p> <ul style="list-style-type: none"> ● Use the post-assessments students completed in Unit 2 to see where each student is in regards to informational writing. You DO NOT need to do an additional pre-assessment for this unit. <p>Anecdotal notes from writing conferences and small group instruction</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Student self-assessment using the Informational Writing Checklist for Grades ½ ● You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student’s writing ability.

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>2nd Grade On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • GRADE 2 UNIT 4 WRITING TEACHING POINTS AND TEACHER NOTES • <i>The How-To Guide for Nonfiction Writing If/ Then for Grade 2</i> by Lucy Calkins, Valerie Geschwind & Jennifer DeSutter (from the TC Units of Study for Teaching Writing) (BEND 3 only) • <i>Lab Reports and Science Books Grade 2 Book 2</i> by Lucy Calkins, Lauren Kolbeck & Monique Knight (from the TC Units of Study for Teaching Writing) • Online resources from www.heinemann.com/myonlineresources • Mentor Texts <ul style="list-style-type: none"> ○ <i>Polar Bears and Penguins</i> by Katharine Hall ○ <i>From Iron to Car</i> by Sharon Zemlicka ○ informational books of your choice (i.e. <i>Incredible Cross-Sections</i> by Stephen Biesty or <i>Growing Frogs</i> by Vivian French) 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • <i>The Writing Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 5 Title	Reading Unit 5 Bigger Books Mean Amping Up Reading Power	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>RL. 2.2 Recount stories, including fables and folktales from diverse cultures, and determine the central message/theme, lesson, or moral.</p> <p>RL.2.4 Describe how words or phrases (e.g. irregular beats; alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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</p> <p>RL.2.6 Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>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.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p> <ul style="list-style-type: none"> ● A. Use sentence-level context as a clue to the meaning of a word or phrase. ● B. Determine the meaning of the new word when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). ● C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). ● D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). ● B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>			

Interdisciplinary Connections:

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.

(Example: Students will read and discuss fairytales from around the world. They will compare and contrast these stories and discuss how culture impacts literature and the importance of books as mirrors and windows).

(Example: Students will read poetry from around the world. They will discuss how culture impacts poetry and the importance of poems as mirrors and windows.)

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

(Example: Students will work in same-book partnerships. They may read independently, noticing literary language the author uses in the text. Partners may then spend time discussing the text and their understanding of the author's message. They each apply their own schema and may not agree on special meanings, but they will engage in literary exchanges about the same book.)

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

(Example: Students will work in same-book partnerships. They may read independently, noticing literary language the author uses in the text. Partners may then spend time discussing the text and their understanding of the author's message. They each apply their own schema and may not agree on special meanings, but they will engage in literary exchanges about the same book.)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

(Example: Students will read and discuss fairytales and/or poetry from around the world. They will compare and contrast the cultures in these pieces as it relates to their own.)

Computer Science and Design Thinking:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

(Example: After reading fairytales and/or poetry from around the world. They will use child safe online search options to find similar works in different cultures. Students may then compare and contrast several examples of a piece with a similar theme, i.e. The Three Little Pigs in the USA, Australia and Asia.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

- How can I read fluently, with appropriate phrasing and expression, to meet the challenges of complex texts?

- How does literary language add to a story and what does it mean?
- How can I have meaningful conversations with partners and groups that lift our level of understanding of a text?

Enduring Understandings

- Readers can identify and use strategies for reading with fluency, expression, proper phrasing and rate.
- Literary language can add meaning to a story in an exciting way.
- Readers can talk about books with peers to help deepen their understanding of a text.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Strategies for reading with proper phrasing ● Strategies for reading with expression ● Strategies for reading with proper rate ● Strategies for working collaboratively with partners ● Types of literary language ● Strategies to uncover the meaning of literary language ● Strategies for determining importance ● Strategies for keeping track of longer stories ● Strategies for accumulating text and synthesizing longer stories ● Strategies for writing about reading ● Strategies for working with partners in same-book partnerships ● How to use anchor charts to self-assess reading ● Strategies for working as a club member 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use proper phrasing ● Read dialogue with expression ● Use meaning to read fluently ● Read with proper pacing and rate ● Coach partners for fluency ● Notice literary language ● Use strategies to try to understand the real meaning ● Work collaboratively in same-book partnerships ● Determine importance to identify the most important event ● Use strategies to monitor for meaning as the books get longer ● Use writing to solve reading problems ● Lift the level of partner talk

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● At this time all students are being assessed with the DRA 2 (Developmental Reading Assessment). This serves as the summative assessment for the unit showing the students' level of proficiency with accuracy, fluency, and comprehension in leveled texts
<p>Formative Assessments (Ongoing assessments during</p>	<ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a

the learning period to inform instruction)	conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<p>The tasks listed below would be ongoing and done as authentic parts of differentiated reading instruction with all students.</p> <ul style="list-style-type: none"> ● Running Record assessments (100-150 words of text) will be one of the best methods for collecting data on students' decoding strengths and challenges. Besides determining text level appropriateness, be sure to analyze running records according to the sources of information being used: meaning, structure, or visual. ● As students read, make notes of their fluency. Are they reading in short phrases? Do they begin to attend to punctuation? Do they begin to read with expression? ● After students have read a book aloud, ask them to retell what they have read. Take note that they include most important events/ facts from the text and they retell in an order that makes sense for the genre of the text. ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. ● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● GRADE 2 UNIT 5 READING TEACHING POINTS AND TEACHER NOTES 	

- ***Bigger Books Mean Amping Up Reading Power*** by Lucy Calkins, Lauren Kolbeck & Brianna Parlitsis (from the Units of Study for Teaching Reading)
- Online resources from www.heinemann.com/myonlineresources
- Leveled Library Books and Assorted Book Room texts
- [Interactive Read Aloud Collection](#)
- [Mentor Texts:](#)
 - ***Owl Moon*** by Jane Yolen
 - ***Happy Like Soccer*** by Maribeth Boelts
 - ***Minnie and Moo Go Dancing*** by Denys Cazet
 - ***Houndsley and Catina*** by James Howe
 - ***Come on, Rain!*** by Karen Hesse
 - ***When Sophie Gets Angry*** by Molly Bang
 - examples from texts (books or poems) that use figurative language (i.e. ***Amelia Bedelia Goes Camping*** by Peggy Parish; ***The King who Rained*** by Fred Gwyne; ***Ruthie and the Not So Teeny Tiny Lie*** by Laura Rankin)

Supplemental materials:

- [Raz Kids from Reading A-Z](#)
- **Epic Books**
- ***The Reading Strategies Book*** by Jennifer Serravallo
- In Bend #2, you may want to give students a collection of poetry to add to their reading bag. You may want to use the following resources: *Reflections on a Gift of Watermelon Pickle* (Dunning, Lueders, Smith), *Seeing the Blue Between* (Paul Janeczko), *Once Upon Ice: And Other Frozen Poems* (Jane Yolen), *In the Land of Words: New and Selected Poems* (Eloise Greenfield), *The Place My Words are Looking For* (Paul Janeczko), *Mammalabilia* (Douglas Florian), *Lizards, Frogs, and Polliwogs* (Douglas Florian), *Animal Poems* (Valerie Worth), *Toad by the Road: A Year in the Life of These, Amazing Amphibians* (Joanne Ryder), *Creatures of the Earth, Sea, and Sky* (Georgia Heard), *Words with Wrinkled Knees: Animal Poems* (Barbara Juster Esbensen), *Insectlopedia* (Douglas Florian), *A Hippo's a Heap: And Other Animal Poems* (Beverly McLoughland), *Swan Song* (J. Patrick Lewis & Christopher Wormel), *Feathers: Poems about Birds* (Eileen Spinelli), *The Dog Ate My Homework* (Sara Holbrook), *School Supplies: A Book of Poems* (Lee Bennett Hopkins), *Wonderful Words: Poems about Reading, Writing, Speaking, and Listening* (Hopkins), *If You're Not Here, Please Raise Your Hand: Poems About School* (Kalli Dakos), *A Writing Kind of Day: Poems for Young Poets* (Ralph Fletcher), *Flit, Flutter, Fly: Poems about Bugs and Other Crawly Creatures* (Lee Bennett Hopkins), *Lunch Money and Other Poems about School* (Carol

Diggory Shields), *Almost Late to School: And More School Poems* (Carol Diggory Shields), *Did You See What I Saw? Poems About School* (Kay Winters), *Alphabestiary: Animal Poems from A to Z* (Jane Yolen)

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Writing Unit 5 Letting Our Imaginations Soar: Crafting Poetry and Fiction	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.2.4 Describe how words or phrases (e.g. irregular beats; alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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.</p> <p>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.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● A. Capitalize holidays, product names, and geographic names. ● C. Use an apostrophe to form contractions and frequently occurring possessives. ● D. Generalize learned spelling patterns when writing words ● E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings. <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). ● B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). 			
Interdisciplinary Connections:			
<p>1.2.2.Cr1c: Explore form ideas for media art production with support.</p> <p>1.2.2.Cr1d: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr1e: Choose ideas to create plans for media art production.</p> <p>1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.</p> <p>1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. (<i>Example: Students will integrate art and media to work on the illustrations for the poems and stories.</i>)</p>			

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.2 Demonstrate originality and inventiveness in work. <i>(Example: Students will write and illustrate poems and stories while integrating what they have learned from mentors i.e. flow, form, use of figurative language, along with art and media to work in the illustrations.)</i></p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. <i>(Example: Students can publish their anthology of poetry and/or story using digital tools and resources such as Storybird, Buncee, Powtoon, etc.)</i></p>	<p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. <i>(Example: While publishing their poems and short stories, students will use online graphic tools to create images or search for images that are legally permissible to copy in order to enhance their design. Sites such as canva.com, Seesaw , poetry4kids.com may be useful in all aspects of creating and publishing.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I live like a poet, writing to express my ideas using all I know about language and craft? • How can I use what I know about writing powerful personal narratives to improve my fiction writing? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers can write like a poet to express ideas using language and craft. • Writers can use prior knowledge of narrative writing to craft fiction. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • The difference between looking at something as a scientist versus a poet • Strategies for generating topics for poetry • Spelling strategies • Strategies to make meaning in poetry • Ways to use comparisons to make poetry more powerful • Different structures for poetry • Revision strategies 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a poet’s eye • Generate topics for poetry • Edit poetry to make it easier to read • Make meaning in poetry • Use comparisons to make meaning • Experiment with structure • Revise poetry

<ul style="list-style-type: none"> ● Editing strategies ● Ways that writers use technology ● Strategies for generating ideas for fiction stories ● Strategies for planning out stories ● Ways to develop characters ● Strong stories tell seed moments, not watermelon ideas ● Strategies for working with writing partners ● Different types of leads or openings ● Transition words and phrases ● Commas in greetings and closings of letters ● Contractions ● Apostrophes in contractions and possessives ● Adverbs ● Adjectives 	<ul style="list-style-type: none"> ● Edit Poetry ● Use technology to publish and share poetry ● Generate ideas for fiction stories ● Plan out stories ● Develop characters ● Focus stories ● Use writing partners to help stretch the story ● Create strong opening ● Use transitions to help story flow ● Use commas in greetings and closings of letters ● Form Contractions ● Use apostrophes correctly to form contractions and possessives ● Use adjectives and adverbs appropriately
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ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

- Poetry writing task**
- *“Writers, today I’m going to give you some time to write a poem about something that matters to you. Remember to use everything you know about good poetry writing.”* (Use **Poetry Rubric** to score assessments)
 - As students finish, you will want to interview them about their poem using questions such as:
 - *What do you hope readers see, think, or feel when they read this poem?*
 - *Can you tell me more about the topic?*
 - *What images would you add for your reader?*
 - *Can you show me some very specific words you have chosen, and tell me why?*
 - *I see you did _____, can you tell me why?*
 - *These questions will get at the author’s intent which is not always clearly seen in a short poem.
- Post-assessment writing task (Narrative)**
- Give students 5 page booklets
 - Students should have up to **60 minutes** for the post assessment
 - Options: 1 period or across 2 periods

	<ul style="list-style-type: none"> ● Prompt: <i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best Small Moment story that you can write? Make this be the story of one time in your life. You’ll have only 60 minutes to plan, draft, revise, and edit it. Write in a way that allows you to show off all you know about narrative writing. Be sure to:</i> <ul style="list-style-type: none"> ○ <i>make a beginning for your story</i> ○ <i>show what happened, in order</i> ○ <i>use details to help readers picture your story</i> ○ <i>make an ending for your story”</i> <p>Published Piece (Narrative) for Student Writing Portfolio</p> <ul style="list-style-type: none"> ● Assessments should be scored using the Revised Narrative Writing rubric
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre-assessment writing task (Narrative)</p> <ul style="list-style-type: none"> ● Give students 5 page booklets ● Students should have up to 60 minutes for the post assessment <ul style="list-style-type: none"> ○ Options: 1 period or across 2 periods ● Prompt: <i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best Small Moment story that you can write? Make this be the story of one time in your life. You’ll have only 60 minutes to plan, draft, revise, and edit it. Write in a way that allows you to show off all you know about narrative writing. Be sure to:</i> <ul style="list-style-type: none"> ○ <i>make a beginning for your story</i> ○ <i>show what happened, in order</i> ○ <i>use details to help readers picture your story</i> ○ <i>make an ending for your story”</i> <p>Published Piece (Narrative) for Student Writing Portfolio</p> <ul style="list-style-type: none"> ● Assessments should be scored using the Revised Narrative Writing rubric
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Student self-assessment using the Poetry Writing Rubric ● Student self-assessment using the Narrative Writing Rubric ● You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student’s writing ability.

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	2nd Grade On-Demand Benchmark Assessment <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing
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RESOURCES

Core instructional materials:

- [Grade 2 UNIT 5 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- **Poetry Grade 2 Book 4** by Lucy Calkins, Stephanie Parsons & Amy Ludwig Vanderwater (from the TC Units of Study in Opinion, Information, and Narrative Writing)
- Online resources from www.heinemann.com/myonlineresources
- [Mentor Texts:](#)
 - **Old Elm Speaks: Tree Poems** by Kristine George
 - **I Remember: Poems and Pictures of Heritage** by Lee Bennett Hopkins
 - **Soccerverse- Poems about Soccer** by Elizabeth Stein
 - Most of these poems can be found in the resources from Units of Study in Opinion, Informational, and Narrative Writing. Other poems can be found at <http://www.poemfarm.amylv.com/>
 - Poem: “Pencil Sharpener”
 - Poem: “Ceiling”
 - Poem: “Aquarium” by Valerie Worth (to be read prior to Session 2’s mini-lesson)
 - Poem: “Between Two Trees” by Kristine O’Connell George
 - Poem: “Valentine for Ernest Mann” by Naomi Nye
 - Poem: “Lullaby” by Kristine O’Connell George
 - Poem: “Go Wind” by Lilian Moore
 - Poem: “Way Down in the Music” by Eloise Greenfield
 - Poem: “Poem” by Langston Hughes
 - Poem: “Inside My Heart” by Zoe Ryder White
 - Poem: “Maples in October” by Amy Ludwig VanDerwater
 - Poem: “Waiting Room Fish” by Amy Ludwig VanDerwater
 - **Shortcut** by Donald Crews
 - **Koala Lou** by Mem Fox
 - **Too Many Tamales** by Gary Soto
 - **The Ghost-Eye Tree** by Bill Martin

Supplemental materials:

- *The Writing Strategies Book* by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Reading Unit 6 Bonus Unit: Series Book Clubs	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>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</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			
Interdisciplinary Connections:			
<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. <i>(Example: Students will work to create rules for Book Clubs and build their club community.)</i></p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. <i>(Example: Students will role play different scenarios of disrespectful behavior during Book Clubs. They will work with partners to “change” the choices of the actors in order to show how responsible book club members should act.)</i></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <i>(Examples: As students work in book clubs, they will read independently and come together to discuss what they have read. Students may focus on any element, but in working with identifying the lesson learned or “big idea,” students will use strategies such as text evidence, text to text connections and active listening to engage in conversations about the text.)</i></p>			

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: When working in Book Clubs, students may actively work to listen to what another person says before speaking, then paraphrase to ensure understanding and add what s/he thought. i.e.: "I heard you say _____. What I think is _____."</i></p> <p>9.4.2.CT.3 Use a variety of types of thinking to solve problems. <i>(Example: While reading independently, students jot thoughts to later discuss in the Book Club. During the group time, one member selects an idea/concern or problem from the book to share. All members of the club think about, focus on, and talk about the idea, sharing their own perspective.)</i></p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.</p> <p>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts. <i>(Example: Working in a Book Club, students may use a platform such as Flipgrid or SeeSaw or any Google platform to share their reflections of their book.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Working in a Book Club, students may use a platform such as Flipgrid or SeeSaw or any Google platform to share their reflections of their book.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I use all that I know about reading fiction to read books in a series, noticing patterns, making predictions, and comparing and contrasting elements across series? ● How can I share my love of a series with other <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● We can get to know the characters wants and troubles by tracking them through our books. ● We think about the character's traits and examples from the story to prove that a character is acting a certain way. 	

<ul style="list-style-type: none"> • Readers can talk to their partners to find deeper meaning in their books and share their love of a series. • Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • Strategies for understanding characters • Strategies for working in a reading club • How reading one book in a series will help them read a new book in that series • Strategies for understanding character interactions • Different author's craft moves to look for across their series • Strategies for finding the lesson or big idea in a story 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Get to know characters across a series • Work collaboratively with club members to grow ideas • Make predictions • Study character relationships • Notice the literary language used in a series • Notice story structure in a series • Notice font and punctuation choices in a series • Identify the lesson (big idea) in a story • Recommend books to others
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Checklist for Book Club Discussion (self-reflection, peer (fishbowl) reflection, and/or teacher reflection)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>The tasks listed below would be ongoing and done as authentic parts of differentiated reading instruction with all students.</p> <ul style="list-style-type: none"> • Running Record assessments (100-150 words of text) will be one of the best methods for collecting data on students' decoding strengths and challenges. Besides determining text level

	<p>appropriateness, be sure to analyze running records according to the sources of information being used: meaning, structure, or visual.</p> <ul style="list-style-type: none"> • As students read, make notes of their fluency. Are they reading in short phrases? Do they begin to attend to punctuation? Do they begin to read with expression? • After students have read a book aloud, ask them to retell what they have read. Take note that they include most important events/ facts from the text and they retell in an order that makes sense for the genre of the text. • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.

RESOURCES

Core instructional materials:

- [GRADE 2 UNIT 6 READING TEACHING POINTS AND TEACHER NOTES](#)
- **Series Book Clubs** by Lucy Calkins & Amanda Hartman (from the Units of Study for Teaching Reading)
- Online resources from www.heinemann.com/myonlineresources
- Leveled Classroom Library Books and Assorted Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Mentor Texts](#)
 - **Days With Frog and Toad** by Arnold Lobel
 - **The Stories Julian Tells** by Ann Cameron
 - **Magic Treehouse: Polar Bears Past Bedtime** by Mary Pope Osborne
 - painting: **A Sunday Afternoon on the Island of La Grande Jatte** by Georges Seurat

Supplemental materials:

- [Raz Kids from Reading A-Z](#)
- *The Reading Strategies Book* by Jennifer Serravallo

Modifications for Learners
See appendix

Topic/Unit 6 Title	Writing Unit 6	Approximate Pacing	3 weeks
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Bonus Unit: Independent Writing Projects

STANDARDS

NJSLS (Content)

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.2.3 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.2.6. 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.

- A. Use collective nouns
- B. Form and use frequently occurring irregular plural nouns
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Interdisciplinary Connections:

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
(*Example: Students will work to create rules for Writing Clubs and build their club community.*)

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
(Example: Students will role play different scenarios of disrespectful behavior during Writing Clubs. They will work with partners to “change” the choices of the actors in order to show how responsible writing club members should act.)

1.2.2.Cr1c: Explore form ideas for media art production with support.

1.2.2.Cr1d: Connect and apply ideas for media art production.

1.2.2.Cr1e: Choose ideas to create plans for media art production.

1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

(Example: Students will integrate art and media to work on the illustrations for the poems and stories.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)</i></p> <p>9.4.2.CI.2 Demonstrate originality and inventiveness in work. <i>(Example: Students will create their own unique writing projects with a variety of materials.)</i></p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools <i>(Example: Students will be encouraged to use any of the digital tools they learned this year.)</i></p> <p>9.4.2.CT.3 Use a variety of types of thinking to solve problems. <i>(Example: Students will brainstorm possible problems that can happen during writing clubs. They will develop appropriate solutions for those problems and create an anchor chart to act as a problem-solving resource for writing clubs.)</i></p>	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. <i>(Example: Students may interact with another student to share his/her work and to get input from others. Teachers may organize online pen pals through something such as ePals or another classroom within our district or in another district!)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

- How can I share my passions with the world?
- What is my purpose in writing and what genre/ structure best matches?

Enduring Understandings

- Writers create projects based on topics they are passionate about.
- Writers can write to persuade, inform, or entertain.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- Strategies for generating ideas for their projects
- Strategies for planning out narrative, informational, and opinion writing
- Strategies for elaborating narrative, informational, and opinion writing
- Strategies for revision
- Strategies for adding craft moves across genres
- Strategies for editing writing
- Steps in the writing process
- Ways to publish

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Generate ideas for project
- Plan out project
- Create a draft for project
- Revise projects with intention
- Use writing partners to get feedback
- Reflect on past work and set goals for the future
- Edit projects
- Polish projects for publication

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

- The 2nd Grade On-Demand Benchmark Assessment will be given at this time. It will serve as a summative assessment for this unit.
- Published piece for student writing portfolio
- Writing should be scored using the corresponding genre rubric

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

- Anecdotal notes from writing conference & small group instruction

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Student self-assessment using the Opinion Writing Checklist for Grades 1 and 2, Narrative Writing Checklist, or Informational Writing Checklist • You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability.
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<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>2nd Grade On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing
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RESOURCES

<p>Core instructional materials:</p> <ul style="list-style-type: none"> • GRADE 2 UNIT 6 WRITING TEACHING POINTS AND TEACHER NOTES • <i>If... Then... Curriculum: Assessment-Based Instruction for Grade 2</i> by Lucy Calkins with Julia Mooney and colleagues (from the TC Units of Study in Opinion, Information, and Narrative Writing) *pages 65-75 • Online resources from www.heinemann.com/myonlineresources • Mentor Texts from other units can be revisited

<p>Supplemental materials:</p> <ul style="list-style-type: none"> • <i>The Writing Strategies Book</i> by Jennifer Serravallo

Modifications for Learners

See [appendix](#)