## Second Grade

# English Language Arts and Literacy Curriculum 

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## How To Use this Curriculum

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

## Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the individual unit.

## Glossary of Terms

Book Club: 3-5 students who are all reading the same book and meet regularly to discuss their thinking

Celebration: the culminating event at the end of a unit of study; a time to self-reflect and set goals for future reading; connects in some ways to unit goals; can incorporate the theme of the unit and feel celebratory and fun

Classroom Library: at least a few hundred books that are a part of the classroom environment; organized and run by students; sorted into bins for easy student access; aligns with the units of study; organized by genre, author, or topic and leveled in student-appropriate ways

Conference: the teacher meets with individual students, gets to know them well through observations and process-based questions, reinforces a strength with feedback, offers new instruction with a teaching point, and uses the time to build a positive relationship with each student

Guided Reading: the teacher meets with a small group of students who are at the same instructional reading level and uses a common text to introduce that next reading level's characteristics; does a very brief introduction to the level, listens and coaches students as they read by themselves; has a comprehension conversation; and then chooses a teaching point that most students need based on current observations

Independent Reading: each student self selects books to read and and applies strategies previously learned to engage with their texts

Independent Reading Level: books a student can read on his/her own with accuracy, fluency, and comprehension; not just the score on a formal benchmark assessment but also what the student can read all by himself

Instructional Reading Level: typically one reading level above the independent reading level where a student needs some support to comprehend the text but not so much that the teacher ends up doing most of the work

Interactive Read Aloud: the teacher reads a text or a portion of a text out loud and stops to model thinking and offer time for students to practice thinking through turn and talks or stop and jots; there is one copy of the book and the teacher is holding it

Mentor Text: a text the teacher uses to model strategies and study author's choices with students; this text is used over and over again for instruction

Mini-Lesson: direct instruction in a strategy; the teacher uses a connection to set the context, a demonstration to model a strategy, an active engagement to let students have a quick practice, and a link to connect the strategy to the larger goals of the unit and when they might choose to use them

Pre-Assessment: a formal or informal way of getting information about students' current ability to reach the goals of the unit prior to instruction; this can be a conference, questions that students answer off of a read aloud text or off of an independent text; teachers analyze the information gathered to make instructional decisions about what teaching points to focus on based on student needs

Post-Assessment: a formal assessment at the end of a unit of study that allows students to demonstrate all they learned and how they progressed toward the goals

Reading Partnership: two students who work together across a unit of study (and sometimes longer); they meet daily for either partner reading (kinder and 1st) or partner talk (2nd-5th); typically students who are at similar reading levels and get along well

Reading Workshop: a brief Mini-Lesson where the teacher models a strategy, followed by a large chunk of independent reading, while the teacher confers or meets with small groups, and then a time for student conversations and a teaching share at the end

Shared Reading: the teachers uses an enlarged (and often projected) text so all students can share in the reading process; there is an instructional focus each day; each session lasts about 10-15 minutes, the same text is used across several days

Strategy Group: a small group of students who the teacher decided all would benefit from the same strategy; teacher models and/or uses guided practice to coach students when using the strategy; typically students do not have the same text and apply the strategy in their own texts

Teaching Point: the focus of a lesson that includes a goal (what) and a strategy (how to)

Unit of Study: a way of organizing the year and the standards into containers where the entire class studies a topic or genre or set of skills for several weeks at a time

## What is the structure of a unit of study?

Week 1: Immersion
Weeks 2-5: Workshop Weeks
Week 6: Feedback, Assessment, and Reflection (FAR)

## What is Immersion?

During the first week of a unit of study the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to
$\rightarrow$ assess students' prior knowledge and skills with the goals of the unit
$\rightarrow$ preview the work that students will be learning to do independently during the workshops
$\rightarrow$ pre-teach language, vocabulary, and concepts
$\rightarrow$ participate in shared experiences
$\rightarrow$ build excitement, enthusiasm, and a clear purpose for students

While students will continue to read independently both in school and at home during the immersion week, most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include
$\rightarrow$ pre-assessments
$\rightarrow$ interactive read alouds
$\rightarrow$ shared reading
$\rightarrow$ shared and interactive writing
$\rightarrow$ goal-setting conferences with students
These components begin during immersion and continue throughout the entire unit of study. On the next page is a sample schedule for the immersion week.

## Immersion Week Sample Schedule

## Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Explain goals and essential questions for | Interactive Read Aloud 15-20 minutes | Interactive Read Aloud 15-20 minutes | Interactive Read Aloud 15-20 minutes | Interactive Read Aloud 15-20 minutes |
| across the week) | Shared Reading 15 minutes | Shared Reading 15 minutes | Shared Reading 15 minutes | Shared Reading 15 minutes |
| Interactive Read Aloud 15-20 minutes | Shared Writing 15 minutes | Shared Writing 15 minutes | Shared Writing 15 minutes | Shared Writing 15 minutes |
| Shared Reading 15 minutes | Pre-Assessments for | Pre-Assessment for |  | Independent Reading |
| Shared Writing 15 minutes | Writing Part 2 (revise and edit) 30 minutes | Reading 30-45 minutes | Independent Reading 30-45 minutes and confer with students about setting goals | 30-45 minutes and confer with students about setting goals |
| Pre-Assessment for Writing Part 1 (plan and draft) 30-45 minutes |  |  |  |  |

*These sample schedules include reading and writing but not word study.

## How do the components fit into the workshop weeks?

## Weeks 2-5

During the workshop weeks reading workshop happens daily for about 45 minutes. There are some units of study where the reading and writing are so closely aligned that there may be a 90 minute workshop where both reading and writing are happening together.

The remaining three components are often rotated throughout the week so that Shared Reading happens 4 days a week, Interactive Read Aloud happens 3 days a week, and Shared or Interactive Writing (K-1) happens 3 days a week. Of course, this schedule is based solely on the 120 minute literacy time. Read aloud, shared reading and shared writing can be used in social studies, science, and other areas when appropriate. Word Study happens outside of this sample schedule.

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes |
| Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes |
| Interactive Read Aloud 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes |
| Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes |

## What is the Feedback, Assessment, Reflection (FAR) week?

## Week 6

During the sixth, and final week of the unit of study, the students will participate in post-assessments, reflect on their growth and learning, and be given explicit feedback. This week allows the teacher and students time to
$\rightarrow$ consolidate and apply what was learned across the month into a shorter time frame in post-assessments (embedding test-taking practice and skills into the units)
$\rightarrow$ look back across the unit and reflect on what was learned and what skills continue to need attention
$\rightarrow$ confer with every student and offer specific feedback they can focus on in the next units of study
$\rightarrow$ celebrate and share learning with others
During the FAR week, students will be working independently, in small groups, and with the teacher. Below is a sample schedule for what the FAR week might look like.

One Possible Schedule for Feedback, Assessment, Reflection (FAR)

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Post-Assessment for Writing Part 1 <br> Post-Assessment for Reading | Post-Assessment for Writing Part 2 <br> Rehearse and Prepare for Reading Celebration <br> Fancy-Up Published Piece of Writing *Teacher meets with groups of students to give feedback and go over assessments and goals | Write a reflection on your progress towards your goals for the units <br> Finish published pieces and/or review your pre-assessment and revise it in another color pencil <br> *Teacher meets with groups of students to give feedback and go over assessments and goals | Reading Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) <br> Begin to organize the classroom library for the next unit of study (re-order books etc.) <br> *Teacher meets with groups of students to give feedback and go over assessments and goals | Writing Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) <br> Read and comment on each other's work and place published pieces in the classroom library |

## What does a Reading Workshop Period Look Like?

If you have 45 minutes you can break up your time into smaller chunks. The middle 30 minutes is for independent reading and then the teacher can decide who to meet with in conferences or small groups.

| 10 | Mini-LeSson |
| :---: | :---: |
| 10 |  |
| 10 |  |
| 10 | TEACHING SHARE |
| 5 |  |

Below is one sample way to break up the 30 minutes of independent reading instructional time in a primary classroom setting.

|  | STUDENTS | TEACHER |
| :---: | :---: | :---: |
| 10 | MINILESSON | MINILESSON |
| 10 | INDEPENDENT READING | CONFER WITH 2 STUDENTS |
| 10 | PARTNER READING | GUIDED READING GROUP WITH 3-5 |
| STUDENTS |  |  |

Below is one example in an upper elementary grade setting.

|  | Students | TEACHER |
| :---: | :---: | :---: |
| 10 | MINI-LESSON | MINI-LESSON |
| 15 | INDEPENDENT READING | 2 CONFERENCES |
| 15 | INDEPENDENT READING | STRATEGY LESSON WITH 3-4 STUDENTS |
| 5 | PARTNER CONVERSATIONS | COACH PARTNERSHIPS |
| 5 | TEACHING SHARE | TEACHING SHARE |

## ELA: Reading

## Grade 2

Year-at-a-Glance

| Units | Time <br> Frame | Read Aloud/ Shared Reading Goals | Independent/Guided Reading Goals |
| :---: | :---: | :---: | :---: |
| Unit 1: Launch Strengthening Our Reading Muscles | 7 Weeks | - Readers learn how to be a part of a reading community. <br> - Readers participate in meaningful conversations about books. | - Students get to know themselves as readers. <br> - Readers learn how to be a part of a reading community. <br> - Readers participate in meaningful conversations about books. <br> - Readers set goals for where they want to go next. |
| Unit 2: Fiction Journeying Through Fiction | 7 Weeks | - Readers use all the story elements to retell. <br> - Readers grow ideas about characters. <br> - Readers share and explain their thinking with partners. | - Readers use all the story elements to retell. <br> - Readers grow ideas about characters. <br> - Readers share and explain their thinking with partners. |
| Unit 3: NonFiction Explorers | 9 Weeks | - Readers use text features to navigate and find information in nonfiction texts. <br> - Readers think about the author's opinions about nonfiction topics and form their own opinion. <br> - Readers compare different types of nonfiction texts. <br> - Readers teach others about their learning from nonfiction books. | - Readers use text features to navigate and find information in nonfiction texts. <br> - Readers think about the author's opinions about nonfiction topics and form their own opinion. <br> - Readers compare different types of nonfiction texts. <br> - Readers teach others about their learning from nonfiction books. |
| Unit 4: <br>  | 6 Weeks | - Readers notice and use the parts of poems. | - Readers notice and use the parts of poems. <br> - Readers think about the larger message of |


| Drama! |  | - Readers think about the larger message of poems. <br> - Readers use strategies to understand unfamiliar words. <br> - Readers share their thoughts with others. <br> - Theatre artists use dramatic techniques to connect with the audience. | poems. <br> - Readers use strategies to understand unfamiliar words. <br> - Readers share their thoughts with others. |
| :---: | :---: | :---: | :---: |
| Unit 5: Social Studies Community Travelers | 5 Weeks <br> Reading shared with 3 <br> Weeks of Writing | - Readers pay attention to their thinking as they read. <br> - Readers form ideas across more than one text. | - Readers create collections of texts and resources to study about a topic. <br> - Readers pay attention to their thinking as they read. <br> - Readers form ideas across more than one text. |

## Launch: Strengthening Our Reading Muscles Grade 2 Unit 1

We called this unit Strengthening Our Reading Muscles so it could become a student-friendly theme you can use to introduce the lessons and goals. This might mean you do "warm ups" together, you use dumbbells as visuals on charts, or you talk about the brain like a muscle and how the more you flex it and use it the stronger it gets. (Not actual science here, but more of a metaphor). Point out to students when they are pushing themselves, they are getting stronger.

As second graders, students have already been reading for a few years so we can begin the year getting to know them as readers. What do they like to read? What habits do they have? Students share who they are as readers, both their preferences and their strategies. While most students will enter the year reading picture books, they have goals in mind and want to read more challenging chapter books. In this unit we help students choose appropriate books and set goals for themselves as readers. Students share with their classmates and develop a community of readers who talk about their books and their strategies. In addition, students understand that meaningful conversations help them deepen their thinking and understanding of books.

## Essential Questions:

- How do readers strengthen their muscles?
- What does it mean to be part of a reading community?


## Teaching Texts:

SCHOOLWIDE:
Mentor Texts (Read Alouds)

- Hungry, Hungry, Sharks! By Joanna Cole
- Interrupting Chicken by David Ezra Stein
- King of the Playground by Phyllis Reynolds Naylor
- Miss Brooks Loves Books! (and I don't) by Barbara Bottner
- Nasty Bugs by Lee Bennett Hopkins (Ed.) or Splish Splash by Joan Graham
- A Story for Bear by Dennis Haseley

Shared Texts

- "The Bunny's Wish" by Kathy Riley
- "Chicka-Dee-Dee-Dee!" by Charnan Simon from Zootles: Backyard Birds
- "Frog Serenade" and "My Horse and I" by Georgia Heard
- "Listen" by Lucinda L.
- "Little Porcupine is Different" by Shirley Kyle
- "Nutty for Peanuts?" by Karen Smith
- "Ruby-throated Hummingbird" from Zootles: Backyard Birds


## OTHER:

- Language Staircase
- Leveled Classroom Libraries
- Mentor Text Author Pages \& Summary Spreadsheet


## Enduring Understandings:

- Students get to know themselves as readers.
- Readers learn how to be a part of a reading community.
- Readers participate in meaningful conversations about books.
- Readers set goals for where they want to go next.

NJSLS-ELA
NJSLS-Social Studies
Career Readiness, Life Literacies, and Key Skills
WIDA ELD Standards

Reading Standards for Literature
Key Ideas and Details: RL.2.1, RL.2.2, RL.2.3
Craft and Structure: RL.2.4, RL.2.5
Integration of Knowledge and Ideas: RL.2.7
Range of Reading and Text Complexity: RL.2.10

Reading Standards for Information
Key Ideas and Details: RI.2.1
Craft and Structure: RI.2.4, RI.2.5
Reading Foundation Standards
Phonics and Word Recognition: RF.2.3
Word Recognition: RF.2.4
Writing Standards
Research to Build and Present Knowledge: W.2.8

## Speaking and Listening Standards

Comprehension and Collaboration: SL.2.1, SL.2.2, SL.2.3 Presentation of Knowledge and Ideas: SL.2.6

Language Standards
Conventions of Standard English: L.2.1, L.2.3
Vocabulary Acquisition and Use: L.2.4, L.2.6

|  | CRP1. <br> WIDA ELD Standards <br> Social and Instructional Language: ELD Standard 1 The Language of Language Arts: ELD Standard 2 |
| :---: | :---: |
| What Students Are Reading: <br> During the first few weeks of the unit, while benchmarking takes place, students can choose books from mixed level/genre baskets as they learn the Independent Reading routine. <br> Once teachers know the students' levels, students will choose independent reading books from the classroom library. <br> - Students reading levels A-I should select 8-10 books per week. <br> - Students reading levels J-K should select 6-8 books per week. <br> - Students reading levels L+ should select 5-6 books per week. | Unit Timeframe: <br> 7 Weeks |
| Vocabulary and Key Concepts: <br> *See page 9 of the introduction in the Schoolwide binder. <br> Active listening-use full body language to focus, understand, and respond <br> Stop and jot -pause, think, and write down ideas on a post-it or in your Reader's Notebook. <br> Turn and talk-turn to your partner to discuss a proposed question or idea. <br> Just-Right Book-a book that is not too hard or not too easy and on your level. <br> Reader's Notebook-a tool used to record your thoughts, notes, post its, and other information. <br> Meaningful conversation-when readers purposefully talk about thoughts and ideas from their reading. <br> Setting-where and when the story takes place. <br> Plot-the events that move the story along. | Assessments (some assessments can be in more than one category): <br> Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring <br> Summative: SchoolWide reading assessments and teacher created assignments <br> Benchmark: Fountas \& Pinnell, FUNdations <br> Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments |

Problem/Conflict- the problem or tension in the story.
Resolution- how the conflict is solved.
Theme-The moral, message, or lesson of a story.

Reading Foundation Skills:

- Resource: Fundations and appropriate materials as needed with each Fundations activity.
- G2 Fundations Pacing Calendar


## Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students
- Differentiation Strategies for ELL Students
- Differentiation Strategies for At Risk Students
- Differentiation Strategies for Students with a 504

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines
Social Studies: 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, Holocaust Mandate
Career Readiness, Life Literacies, \& Key Skills: 9.1.2.CR.1, 9.4.2.IML.1, 9.4.2.TL.1
In this unit, students will have the opportunity to become part of a classroom of readers and learn how to function in a community. The book, King of the Playground, addresses bullying behaviors and how to overcome them. This book can be used to address the Holocaust Mandate.
Students can also use their computer devices to access texts and participate in classroom activities.

| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Students get to know themselves as readers |  | Readers reflect on their text preferences. What type of books do I read often? (Lesson 2). <br> Readers use a Reading Log to look back and reflect on their text choices. Do I have a favorite author, series, genre? (Lesson 2). <br> Readers choose "just right" books. <br> - I'm interested! <br> - I can read most of the words. <br> - I can understand it. <br> Readers think about the strategies they are already using to help them read. <br> Readers get their minds ready to read by previewing the text. Read the title, the back blurb, the table of contents, the illustrations, etc. <br> Readers stop when they come to a tricky word. <br> Think about what would make sense. <br> - Use pictures for clues. <br> - Read the word in chunks/tap the word out. <br> - Look for a prefix, suffix, or base word that you know (Mini-Lesson 5). | Students can extend this into their reading life at home (photographs of favorite reading spots, Reading Inventories, etc.) <br> Students should be sharing these insights with reading partners and the larger reading community. <br> "Checking for Understanding" questions are not comprehension questions. Instead, they are metacognitive questions that guide the reader. See "Checking for Understanding" chart (Lesson 5, page 71). <br> Click here to see a larger version of this reading log. |

$\left.\begin{array}{|l|l|l|l|}\hline & & & \begin{array}{l}\text { Readers stop after a few pages to } \\ \text { check for understanding by asking } \\ \text { themselves questions (Lesson 5). } \\ \text { They reread the part they are } \\ \text { confused about to answer "Checking } \\ \text { for Understanding" questions } \\ \text { (Mini-Lesson 6). }\end{array} \\ \hline \begin{array}{l}\text { Readers learn how to be a } \\ \text { part of a reading } \\ \text { community }\end{array} & \begin{array}{l}\text { Readers practice the routines of } \\ \text { Interactive Read Aloud (Lesson 1). } \\ \text { Readers practice the routines of } \\ \text { Shared Reading. }\end{array} & \begin{array}{l}\text { Readers practice the routines of a } \\ \text { mini lesson. Readers practice the } \\ \text { routines of Independent Reading } \\ \text { (Lesson 1). }\end{array} & \begin{array}{l}\text { See Balanced Literacy } \\ \text { Components chart. } \\ \text { See Chart Chums for sample } \\ \text { charts. }\end{array} \\ \text { Readers take care of the classroom }\end{array} \quad \begin{array}{l}\text { Teachers should establish reading } \\ \text { partnerships. Base partnerships } \\ \text { on reading levels (levels should } \\ \text { be similar) and compatibility. }\end{array}\right\}$

|  | Readers actively listen to their partners. They make eye contact, they repeat back what they heard, they look at the book (Mini-Lesson 4). <br> Readers retell their books by naming what happened in the beginning, middle, and end. They can tell it across their fingers (Mini-Lesson 3). | - Parts where we had a strong emotion <br> - Parts where we had a clear mind movie. <br> Readers actively listen to their partners. They make eye contact, they repeat back what they heard, they look at the book. <br> Readers show their partner the part in the book that they are talking about. <br> Readers respond to their partner by asking questions or adding on. <br> - Tell me more. <br> - Why? <br> - I also think... <br> Readers retell their books by naming what happened in the beginning, middle, and end. They can tell it across their fingers (Mini-Lesson 3). | populations. See page 85 for examples. <br> Possible chart (from Chart Chums): <br> Adapt chart on page 99 to simplify. Do not teach the words plot and resolution at this time. <br> Possible chart (from Chart Chums): <br> For Mini-Lesson 7, students can sketch their visualizations on sticky notes. |
| :---: | :---: | :---: | :---: |
| Readers set goals for where they want to go next |  | Readers set goals... | Do NOT use the sample on page 94. Please adapt and simplify |


|  |  | $\bullet$ for when they come to tricky <br> words. <br> - for their reading stamina. <br> - for the types of books they <br> want to read. | (kid-friendly anchor charts). <br> Readers reflect on their "Habits of <br> Mind". They use this to set goals for <br> themselves (Mini-Lesson 5). | Create a class stamina chart to <br> visually keep track of progress <br> (grid, graph, number line). Our <br> end goal should be 20 minutes. |
| :--- | :--- | :--- | :--- | :--- |
| Partner talk can be included to |  |  |  |  |
| break up independent reading |  |  |  |  |
| time (ex. read for 7 minutes alone, |  |  |  |  |
| partner read, then continue |  |  |  |  |
| reading independently). |  |  |  |  |

We suggest you SKIP the following lessons (they will be addressed in future units):

- Lesson 3
- Lesson 4 (taught in nonfiction unit)
- Mini-Lesson 1
- Mini-Lesson 8 (can be referenced in the poetry unit)
- Mini-Lesson 9
- Mini-Lesson 10 (taught in nonfiction unit)


## Celebration Ideas:

- Readers choose some sticky notes and put them on a poster to share how their thinking has grown.
- Readers set goals for unit 2 based on what they learned in Unit 1 by creating a T-chart.

"In Unit 1 I learned..." " In Unit 2 I hope to learn..."
- List a few things you are proud of where you grew your reading muscles. Can be a cute visual too like a bicep muscle. Possi



## Fiction: Journeying Through Fiction Grade 2 Unit 2

We called this unit "Journeying Through Fiction" because fiction books can take you on a journey to many places with memorable characters and events. In this unit, students will be able to understand the elements of a story. Students will be able to apply various reading skills and strategies to help them get to know characters through their feelings and traits. Students will be exposed to various forms of fiction (fantasy, traditional and realistic).

## Essential Questions:

- What makes a story fiction?
- Why is fiction important?

Teaching Texts:

## SCHOOLWIDE:

Mentor Texts (Read Alouds)

- Little Red Riding Hood: A Newfangled Prairie Tale by Lisa Campbell Ernst
- A Sick Day for Amos McGee by Philip C. Stead
- Super-Completely and Totally the Messiest! by Judith Viorst
- Tony's Bread by Tomie dePaola
- The Ugly Duckling adapted by Jerry Pinkney
- The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward

Shared Texts

- "Abigail, Enough!" by Wendi Silvano from Highlights Magazine
- "Imogene's Egg" by Eve Bunting from Ladybug Magazine
- "The Leaky Robot" by Rebecca Kraft Rector from Highlights Magazine
- "The Lost Sock" by Jeffrey B. Fuerst from Highlights Magazine

Additional Texts

- The Most Valuable Treasure: A Norwegian Folktale by T. V. Padma


## OTHER:

- Language Staircase
- Leveled Classroom Libraries
- Mentor Text Author Pages \& Summary Spreadsheet


## Enduring Understandings:

- Readers use all the story elements to retell.
- Readers grow ideas about characters.
- Readers share and explain their thinking.
- Readers use clues in text to figure out the meaning of unknown words or phrases.


## NISLS-ELA

## NJSLS-Social Studies

Career Readiness, Life Literacies, and Key Skills

## WIDA ELD Standards

## Reading Standards for Literature

Key Ideas and Details: RL.2.1, RL.2.2, RL.2.3
Craft and Structure: RL.2.4, RL.2.5, RL.2.6
Integration of Knowledge and Ideas: RL.2.7, RL.2.9
Range of Reading and Level of Text Complexity: RL.2.10
Reading Foundation Standards
Phonics and Word Recognition: RF.2.3
Fluency: RF.2.4

## Writing Standards

Text Types and Purposes: W.2.3
Speaking and Listening Standards
Comprehension and Collaboration: SL.2.1, SL.2.2
Presentation of Knowledge and Ideas: SL.2.6
Language Standards
Conventions of Standard English: L.2.1
Knowledge of Language: L.2.3
Vocabulary Acquisition and Use: L.2.6

|  | Career Readiness Practices <br> CRP1. <br> WIDA ELD Standards <br> Social and Instructional Language: ELD Standard 1 The Language of Language Arts: ELD Standard 2 |
| :---: | :---: |
| What Students Are Reading: <br> Fiction books that students self-select from the classroom library that are just right for them <br> - Students reading levels A-I should select 8-10 books per week. <br> - Students reading levels J-K should select 6-8 books per week. <br> - Students reading levels L+ should select 5-6 books per week. <br> Teachers may want to let reading partners read about the same characters, series, so they can have conversations and help one another. | Unit Timeframe: 7 Weeks |
| Vocabulary and Key Concepts: <br> Reference page 9 in Schoolwide binder. <br> Fiction-literature like short stories and novels that describe imaginary events and people. <br> Evidence from the Text-using information from the text to support your answer. <br> Story Structure-Beginning, middle end. <br> Prior Knowledge-What you already know. <br> Infer-to form an opinion using evidence from the text. <br> Predict-to say something that will or might happen in the future. <br> Plot -the main events in the story. <br> Summarize - a short answer that tells what something is mostly about. Fiction stories must contain story elements. | Assessments (some assessments can be in more than one category): Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring <br> Summative: SchoolWide reading assessments and teacher created assignments <br> Benchmark: Fountas \& Pinnell, FUNdations <br> Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments |
| Reading Foundation Skills: <br> - Resource: Fundations and appropriate materials as needed with each Fundations activity. <br> - G2 Fundations Pacing Calendar | Differentiation Strategies: <br> - Strategy and flexible groups based on formative assessment or student choice <br> - Guided reading groups <br> - One:One conferring with teacher |


|  | - Student selected goals for reading <br> - Level of independence <br> - Consult mentor texts to support reading strategies <br> - ELL Supports and Extension activities are included with each lesson <br> - Differentiation Strategies for Special Education Students <br> - Differentiation Strategies for Gifted and Talented Students <br> - Differentiation Strategies for ELL Students <br> - Differentiation Strategies for At Risk Students <br> - Differentiation Strategies for Students with a 504 |
| :---: | :---: |
| Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines |  |
| Social Studies: Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate |  |
| Career Readiness, Life Literacies, and Key Skills: 9.4.2.IML.1, 9.4.2.TL. 2 |  |
| In this unit, students will have the opportunity to read a variety of fiction texts including realistic fiction and tales. The traditional tale, The |  |
| Holocaust Mandate. The Most Valuable Treasure: A Norwegian Folktale can be used to address the AAPI Mandate due to the author's heritage. Students can use their computer devices to search \& locate text and participate in classroom activities. |  |


| Unit Goals | Possible Teaching Points: Can be <br> practiced in Shared Reading and <br> Interactive Read Aloud | Possible Teaching Points: Can be <br> applied in Independent Reading and <br> Guided Reading | Notes for Teachers |
| :--- | :--- | :--- | :--- |
| Readers use all the story <br> elements to retell. | Chronological Retell: Readers name <br> what happened in the beginning, <br> middle and end. They can tell it <br> across their fingers (Lesson 2). | Chronological Retell: Readers retell <br> their books by naming what <br> happened in the beginning, middle <br> and end. They can tell it across their <br> fingers (Lesson 2). | Teachers may want to provide a <br> chart of different ways to retell <br> fiction books with examples <br> from read aloud experiences. <br> Possible anchor chart (Lesson 2): <br> 5 -fnger Retang |


|  | Readers compare and contrast two versions of stories with similar story elements (Lesson 7). <br> Readers of fiction identify the problem/conflict and solution of a story using transition and temporal words to show passing of time (Lesson 8). Use the suggested anchor chart. <br> Readers stop to ask questions and make predictions while reading in order to enhance their understanding of a text (Mini-Lesson 9). | Readers compare and contrast two versions of stories with similar story elements (Lesson 7). <br> Readers stop to ask questions and make predictions while reading in order to enhance their understanding of a text (Mini-Lesson 9). | Support <br> Modify/simplify appendix 1 page 56 for students (Lesson 7). <br> Possible anchor chart (Lesson 8): <br> Teachers may wish to make an anchor chart for lesson, as well as have students complete appendix 2-page 115 (Mini-Lesson 9). |
| :---: | :---: | :---: | :---: |
| Readers grow ideas about characters. |  | Readers will practice making inferences about characters. | Suggested: <br> Teachers should add some character lessons throughout the unit, because we know that readers at these levels need practice and modeling while making character inferences based on the text. |



| Readers share and explain their thinking. | Readers identify the type of fiction book the class is reading and explain why they think this with evidence from the text (Lesson 1). <br> Readers reflect upon a character's actions in order to infer the message or lesson of the story (Mini-Lesson 1). <br> Readers make movies in their minds and share them with a partner (Lesson 4). <br> Readers interpret a life lesson in a book (Lesson 5). <br> Readers make connections to their lives or the world and share with others in various ways (Mini-Lesson 4). | Readers will practice responding to various texts using text evidence throughout the unit. <br> Readers identify the type of fiction book the class is reading and explain why they think this with evidence from the text (Lesson 1). <br> Readers reflect upon a character's actions in order to infer the message or lesson of the story (Mini-Lesson 1). <br> Readers make movies in their minds and share them with a partner (Lesson 4). <br> Readers make connections to their lives or the world and share with others in various ways (Mini-Lesson 4). | Teachers should model responding to texts citing text evidence throughout the unit. <br> Use reader's notebooks or teacher supplied graphic organizers. <br> Omit appendix 1-page 37. Discuss "What is a fiction book" (Lesson 1). <br> Teacher may wish to modify appendix 1 page 75 (Mini-Lesson 1). <br> Interpreting a life lesson, author's message or theme may be an advanced skill at this point in time. You are exposing readers at this point (Lesson 5). <br> Appendix 1-page 91 optional. You may wish to use sticky notes, reading response notebooks etc. (Mini-Lesson 4). |
| :---: | :---: | :---: | :---: |

Readers use clues in text to figure out the meaning of unknown words or phrases.

Readers learn how to monitor the meaning of new and unfamiliar words by using context clues, punctuation and illustrations (Mini-Lesson 3).

Readers learn how to monitor the meaning of new and unfamiliar words by using context clues, punctuation and illustrations (Mini-Lesson 3).

Teacher may want to change appendix 1-page 86 to contain less rows.

Teachers may choose to use an anchor chart instead of appendix 2-page 120. Possible charts:


Students may find examples of figurative language in their independent reading books using sticky notes (Mini-Lesson 10).

## We suggest you SKIP the following lessons:

- Skip or adapt Lesson 3 as Folktale story elements are advanced and may not appear in student's independent reading books.
- Mini-Lesson 5-Setting aTone- How Do You Feel?: may need to be done later in the year or as a whole class lesson.
- Mini-Lesson 8-How to Read a Play or Drama is to be taught in the 'Plays and Poetry Unit' (Unit 4)

Celebration Ideas:

Character Trait Web Poster


Character Dress Up Day


Retelling Poster


Story Elements Flipbook


## Nonfiction: Explorers

## Grade 2 Unit 3

This unit was named with exploration in mind. We know that readers learn so much about the world through nonfiction text. Students often feel like they are experts on subjects that they read about. Nonfiction sparks curiosity about our world and gives readers a catalyst to explore new worlds and different points of view. In this unit, students will become explorers of our world through text and this theme can appear throughout the unit on anchor charts. You might choose to highlight new learning discoveries as well as seeing the world through multiple lenses.

In this unit, students will learn to locate information, find answers to their questions, and form understandings about new and interesting topics. Challenges of nonfiction reading will be addressed and together, and the reading community will practice ways to work through more difficult text.

## Essential Questions:

- How can we explore the world through nonfiction reading?
- How can we use information from various nonfiction texts to form our own understandings?


## Enduring Understandings:

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Readers use text features to navigate and find information in nonfiction texts.
- Readers think about the author's opinions about nonfiction topics and form their own opinion.
- Readers compare different types of nonfiction texts.
- Readers teach others about their learning from nonfiction books.


## NISLS-ELA

NISLS-Social Studies
Career Readiness, Life Literacies, and Key Skills
WIDA ELD Standards

## Reading Standards for Information

Key Ideas and Details: RI.2.1, RI.2.2 ,RI.2.3
Craft and Structure: RI.2.4, RI.2.5, RI.2.6
Integration of Knowledge and Ideas: RI.2.7, RI.2.8
Range of Reading and Level of Text Complexity: RI.2.10

## Reading Foundation Standards

Phonics and Word Recognition: RF.2.3
Fluency: RF.2.4

## Writing

Research to Build and Present Knowledge: W.2.8

Speaking and Listening Standards
Comprehension and Collaboration: SL.2.1, SL.2.2
Presentation of Knowledge and Ideas: SL.2.6

Language Standards

| Mentor Text Author Pages \& Summary Spreadsheet | $\begin{array}{l}\text { Conventions of Standard English: L.2.1 } \\ \text { Knowledge of Language and Conventions: L.2.3 } \\ \text { Vocabulary Acquisition and Use: L.2.4 }\end{array}$ |
| :--- | :--- |
|  | $\begin{array}{l}\text { Career Readiness Practices } \\ \text { CRP1. CRP9. }\end{array}$ |
| WIDA ELD Standards |  |, \(\left.\begin{array}{l}Social and Instructional Language: ELD Standard 1 <br>

The Language of Language Arts: ELD Standard 2 <br>
The Language of Science: ELD Standard 4\end{array}\right]\)

## Reading Foundation Skills:

- Resource: Fundations and appropriate materials as needed with each Fundations activity.
- G2 Fundations Pacing Calendar


## Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students
- Differentiation Strategies for ELL Students
- Differentiation Strategies for At Risk Students
- Differentiation Strategies for Students with a 504


## Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: 6.1.2.HistoryUP.3, Amistad Mandate
Career Readiness, Life Literacies \& Key Skills: 9.4.2.IML.1, 9.4.2.TL. 2
In this unit, students will have the opportunity to learn about nature topics and personal journeys. All of the mentor texts can be used to support the students as they gather knowledge about various topics in science, social studies, and personal history. Students can further explore inventions as they learn to collect information and record it in their notebooks. The book, Nothing by Trouble: the Story of Althea Gibson, also provides an opportunity for students to learn about the accomplishments of a female, African-American athlete to incorporate the Amistad Mandate. Students can use their computer devices to search \& access texts on a variety of subjects and generate a digital document.

| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Readers use text features to navigate and find information in nonfiction texts. | Readers use what they already know about a topic to build meaning when reading nonfiction (Lesson 1). <br> Readers use text features to help build meaning and learn from nonfiction books (Lesson 2). <br> Readers think about how nonfiction authors teach their readers with description and comparisons (Lesson 4). <br> Readers think about how nonfiction authors teach their readers by organizing their books in different ways (chronologically, problem/solution, and cause/effect) (Lesson 5). | Readers use what they already know about a topic to build meaning when reading nonfiction (Lesson 1). <br> Readers use text features to help build meaning and learn from nonfiction books (Lesson 2). <br> Readers take their time (preview, skim, and scan) when reading nonfiction in order to discover new information and build on what they already know (Lesson 3). <br> Readers think about how nonfiction authors teach their readers with description and comparisons (Lesson 4). | Adapt "Nonfiction Text Feature" chart on page 52 to be more kid-friendly. Possible anchor chart idea: <br> When using K-W-L, consider changing the K to "what I THINK I KNOW", because students of this age often have misconceptions about nonfiction topics. <br> "Help Me Organize It!" on page 62 includes extra information for Lesson 4 that will be introduced in Lesson 5. Adapt as needed. <br> Please note- Lesson 8 will |

Readers use "fix-up" strategies when sentences or words don't make sense (Lesson 6 and Mini-Lesson 9).

- Background knowledge
- Context clues
- Glossary

Readers explain what a nonfiction text is about by answering questions-who, what, where, when, why and how? (Lesson 8)

Readers use the title and first sentence of each paragraph to determine the main idea, then read examples and descriptions to determine key details (Mini-Lesson 4).

Readers think about how authors use comparisons to show how 2 or more things are alike/different (Mini-Lesson 5).

Readers think about how authors use sequence to describe events in the order they happened or to tell steps to follow in order to do something (Mini-Lesson 6).

Readers think about how nonfiction authors identify a problem and give possible solutions in order to answer questions and build understanding (Mini-Lesson 7).

Readers think about how nonfiction authors use cause and

Readers use "fix-up" strategies when
(Lesson 6 and Mini-Lesson 9).

- Background knowledge
- Context clues
- Glossary

Readers explain what a nonfiction text is about by answering questions-who, what, where, when, why and how? (Lesson 8)

Readers use the title and first sentence of each paragraph to determine the main idea, then read examples and descriptions to determine key details (Mini-Lesson 4).

Readers think about how authors use comparisons to show how 2 or more things are alike/different (Mini-Lesson 5).

Readers think about how authors use sequence to describe events in the order they happened or to tell steps to follow in order to do something (Mini-Lesson 6).

|  | effect in order to understand the author's main points (Mini-Lesson 8). | Readers use information from the text to share how they feel about a nonfiction topic (Lesson 8). |  |
| :---: | :---: | :---: | :---: |
| Readers think about the author's opinions about nonfiction topics and form their own opinion. | Readers determine the author's purpose for writing a nonfiction text (to entertain, to persuade, to inform/teach) in order to understand and think about the information (Lesson 7 and Mini-Lesson 10). | Readers stop to notice their inner thinking and reactions to the new learned information and record these thoughts on a post-it: <br> - I am shocked that... <br> - I am surprised to learn... <br> - I wonder if... <br> Readers can jot down their wonders and curiosities and then read a part to find out the answers. If questions go unanswered and are left lingering we hold onto these questions and read other books/articles to find out more. <br> Readers have all different ways of keeping track of their thinking. They may jot about the idea they are having and then facts that support that idea (boxes and bullets). They may use a t-chart writing important facts and the thoughts they have. Readers choose how they want to jot. <br> Readers make sure they are thinking about the text across pages and sections, putting it all together. "So what I am learning about this topic is...." | Adapt graphic organizers pages 82 and 83 to fit your needs. <br> Students may wish to use sticky notes to keep track of their ideas while reading and thinking about "Questions to Ask about the Text" pages 82-83. <br> Teachers may have students use sticky notes to complete the "Response to Reading" activity for Lesson 8- page 81 (Mini-Lesson 10). |
| Readers compare different types of nonfiction texts. | Readers understand how authors of literary nonfiction use facts and fancy words to teach their readers (Mini-Lesson 1). <br> Readers use information in biographies to learn and report | Readers think about topics they know about and use what they know about comparing and contrasting to teach others (Mini-Lesson 5). <br> Readers often read more than one book about a topic and notice how their | When using K-W-L, consider changing the K to "what I THINK I KNOW", because students of this age often have misconceptions about nonfiction topics. |


|  | about a person's life, accomplishments or struggles (Mini-Lesson 2). <br> Readers use text features found in reference nonfiction texts to build on what they already know. (Mini-Lesson 3). | understanding grows or changes. They may even compare the two books saying, "What I understood in this book is... and then what I learned in this book is..." |  |
| :---: | :---: | :---: | :---: |
| Readers teach others about their learning from nonfiction books. | Readers read nonfiction texts within pairs or small groups to identify facts they know, and to ask questions about what they want to know (Lesson 3). | Readers read nonfiction texts within pairs or small groups to identify facts they know, and to ask questions about what they want to know (Lesson 3). <br> Readers read biography books and note key facts in order to compare and contrast (Mini-Lesson 2). <br> Readers stop and talk to their partners, bringing them to important new learnings and their thinking behind this new learning. <br> - One thing I learned was... <br> - My thoughts about this are... <br> Readers gather with other readers who are reading about similar topics to share their findings and see what authors choose to include and not include <br> - "In my book he/she mostly taught me..." <br> - "But in your book the author chose to..." | Create a bulletin board to record responses for small group/ partnership work(Lesson 3). <br> Many lessons in this unit incorporate "turn and talk" opportunities. This is a time when children can teach others about their learning. <br> Use appendix page 92 to record facts in a biography (Mini-Lesson 2). <br> Possible anchor chart idea: <br> Extension: Interview a classmate or family member and report (Mini-Lesson 2). <br> Refer to/use appendix pg. 105-106 for compare/contrast |


| Readers share the problem facing the main character in a biography, the attempted solutions, end result and how the text structure assisted in their understanding of the story p 117 (Mini-Lesson 7). <br> Readers share cause/effect that they have read from content areas such as science or social studies on index cards p 122 (Mini-Lesson 8). | Readers often prepare ahead of time what they want to share. They look across their jots and circle the most important ideas and facts to go with those ideas. <br> Readers use their partners to clarify thinking and build a deeper understanding together. "So now I am thinking..." <br> Readers also get together with people who are not reading about the same topic. They take the time to teach each other about the topic they are reading about. | activity (Mini-Lesson 5). <br> Possible anchor chart idea: <br> CouparesCarifas <br> Compore + How ret hey the SAME? <br> Contras + How are the PDIII ILITITT: |
| :---: | :---: | :---: |

## Celebration Ideas:

Possible Celebration Ideas for the Culmination of Unit:

- Informational writing booklet
- Informational poster
- Keynote presentation
- iMovie presentation
- Science experiment or investigation (to tie into science curriculum)
- "How-To" demonstration


## Poetry Power \& Drama!

## Grade 2 Unit 4

We called this unit "Poetry Power" because poems have the power to take us to magical and mysterious places! Poetry includes rhyme, imagery, figurative language and more literary devices that help readers explore emotions, create images and just have fun! There is a poem for every reader which can help them discover new ideas about themselves and the world. The power of a poem's structure and appearance helps young readers to make connections, think deeply, use strategies and visit new places! Students will also engage in reading plays to understand how theatre seeks to translate text into a meaningful experience.

## Essential Questions:

- How does the language of poetry help us enjoy the meaning of the poem?
- How can we use what we already know to understand a poem?
- What strategies can we use to figure out unknown words?


## Enduring Understandings:

- Readers notice and use the parts of poems.
- Readers think about the larger message of poems.
- Readers use strategies to understand unfamiliar words.
- Readers share their thoughts with others.


## NISLS-ELA

NJSLS-Social Studies
Career Readiness, Life Literacies, and Key Skills

## WIDA ELD Standards

## Reading Standards for Literature

Key Ideas and Details: RL.2.1, RL.2.2, RL.2.3
Craft and Structure: RL.2.4, RL.2.5, RL.2.6
Integration of Knowledge and Ideas: RL.2.7, RL.2.9
Range of Reading and Level of Text Complexity: RL.2.10

## Reading Foundation Standards

Phonics and Word Recognition: RF.2.3
Fluency: RF.2.4
Writing Standards
Research to Build and Present Knowledge: W.2.7
Speaking and Listening Standards
Comprehension and Collaboration: SL.2.1, SL.2.2, SL.2.3
Presentation of Knowledge and Ideas: SL.2.4, SL.2.5, SL.2.6
Language Standards
Conventions of Standard English: L.2.1, L.2.2
Vocabulary Acquisition and Use: L.2.4, L.2.5, L.2.6
Career Readiness Practices
CRP1. CRP4.

## WIDA ELD Standards

Social and Instructional Language: ELD Standard 1

|  | The Language of Language Arts: ELD Standard 2 |
| :---: | :---: |
| What Students Are Reading: <br> * For this unit, the teacher may choose to make a poetry packet for children to read on their own, with a partner or in small groups during independent reading times. <br> Readers still need to choose other class library books to keep in their bins/book bags as well to maintain and develop their reading stamina and growth. <br> - Students reading levels A-I should select 8-10 books per week. <br> - Students reading levels J-K should select 6-8 books per week. <br> - Students reading levels L+ should select 5-6 books per week. | Unit Timeframe: 6 Weeks |
| Vocabulary and Key Concepts: <br> Reference page 9 in Schoolwide binder. <br> Poetry - a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm. Rhythm - the pattern of stressed and unstressed syllables in language. Rhyme - one of two or more words or phrases that end in the same sounds. <br> Repetition - literary device that repeats the same words or phrases a few times to make an idea clearer. <br> Visual Elements of Poetry- white-space, line breaks, longer lines, shorter lines, stanzas, punctuation, text types, shape, verse, images. | Assessments: <br> Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring <br> Summative: SchoolWide reading assessments and teacher created assignments <br> Benchmark: Fountas \& Pinnell, FUNdations <br> Alternative: Options may include graphic organizers, SchoolWide Appendix pages, and additional teacher created assignments |
| Reading Foundation Skills: <br> - Resource: Fundations and appropriate materials as needed with each Fundations activity. <br> - G2 Fundations Pacing Calendar | Differentiation Strategies: <br> - Strategy and flexible groups based on formative assessment or student choice <br> - Guided reading groups <br> - One:One conferring with teacher <br> - Student selected goals for reading <br> - Level of independence <br> - Consult mentor texts to support reading strategies <br> - ELL Supports and Extension activities are included with each lesson <br> - Differentiation Strategies for Special Education Students |


|  | $\bullet$ - Differentiation Strategies for Gifted and Talented Students |
| :--- | :--- |
|  | -Differentiation Strategies for ELL Students <br> Differentiation Strategies for At Risk Students |
| - Differentiation Strategies for Students with a 504 |  |
| Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines <br> Social Studies: Asian Americans and Pacific Islanders (AAPI) Mandate |  |
| Career Readiness, Life Literacies, \& Key Skills: 9.4.2.CI.2, 9.4.2.TL.2 <br> In this unit, students will have the opportunity to think creatively about the genre of poetry while appreciating the language choices that help <br> make the genre so creative. The mentor text, dear world, can be used to address the AAPI Mandate. Students can work with a partner to <br> create, type and illustrate a poem to share. |  |

$\left.\begin{array}{|l|l|l|l|}\hline \text { Unit Goals } & \begin{array}{l}\text { Possible Teaching Points: Can be } \\ \text { practiced in Shared Reading and } \\ \text { Interactive Read Aloud }\end{array} & \begin{array}{l}\text { Possible Teaching Points: Can } \\ \text { be applied in Independent } \\ \text { Reading and Guided Reading }\end{array} & \text { Notes for Teachers } \\ \hline \begin{array}{l}\text { Readers notice and use } \\ \text { the parts of poems. }\end{array} & \begin{array}{l}\text { Readers examine and notice the } \\ \text { elements of poetry (Lesson 1). }\end{array} & \begin{array}{l}\text { Readers examine and notice the } \\ \text { elements of poetry (Lesson 1). } \\ \text { Readers understand the } \\ \text { organization of a poem (Lesson 2). }\end{array} & \begin{array}{l}\text { Rse appendix 3-pages 31-33 for this } \\ \text { Readers understand the } \\ \text { lesganization of a poem (Lesson may wish to alter pages as } \\ \text { needed (Lesson 1). } \\ \text { 2). } \\ \text { Page 37 of appendix 3 can be used as a } \\ \text { quick assessment if you wish (Lesson 2). } \\ \text { Possible charts for beginning of unit: } \\ \text { Children will need highlighters for }\end{array} \\ \text { independent activity. }\end{array}\right\}$

Readers understand that words used in poems help form pictures in our minds (Lesson 3).

Readers compare poems and how they are organized (Lesson 8).

Readers think about a poem's structure to determine emotions (Mini-Lesson 4).

Readers understand that rhythm helps create meaning
(Mini-Lesson 5).

Readers recognize that the descriptive language of a poem helps to create images in a reader's mind (Mini-Lesson 7).

Readers examine how poems that are connected by theme can help understanding (Mini-Lesson 8).

Readers understand that words used in poems help form pictures in our minds (Lesson 3).

Readers compare poems and how they are organized (Lesson 8).

Readers think about a poem's structure to determine emotions (Mini-Lesson 4).

Readers understand that rhythm helps create meaning (Mini-Lesson 5).

Readers recognize that the descriptive language of a poem helps to create images in a reader's mind (Mini-Lesson 7).

Readers examine how poems that are connected by theme can help understanding (Mini-Lesson 8).


Lesson 3-Teacher may wish to select a poem (with descriptive words) to hand out for use in this lesson. - Use reader's notebooks for activity.

Use appendix 3-page 63 and suggested poem, or complete reader's notebook activity (Lesson 8).

Use appendix 1 -page 82 and suggested poems. Make an anchor chart of info. in appendix 2-page 83 (Mini-Lesson 4).
*Omit appendix 3-page 84.
Use appendix "feeling cards" page 89. Teachers may wish to pre-laminate cards for future use (Mini-Lesson 5).

Use reader's notebooks for independent work. May create poetry baskets for ongoing group work
(Mini-Lesson 7).

Appendix- "What's the Theme" page 102 can be used with poetry baskets or given poems of teacher's choice (Mini-Lesson 8).

|  |  |  |  |
| :--- | :--- | :--- | :--- |


|  | Readers learn to monitor their reading to understand the content of a poem (Lesson 7). <br> Readers understand that rhyming helps figure out unknown words (Mini-Lesson 1). <br> Readers use background knowledge to help make sense of poems and figure out new words (Mini-Lesson 2 and 3). | Readers learn to monitor their reading to understand the content of a poem (Lesson 7). <br> Readers understand that rhyming helps figure out unknown words (Mini-Lesson 1). <br> Readers use background knowledge to help make sense of poems and figure out new words (Mini-Lesson 2 and 3). <br> Readers have different tools they can try to figure out a new word. <br> - See if the word is used a few times across and if you can figure out the meaning <br> - Is there a prefix/suffix that might help you? <br> - Does the word have a negative or positive feeling? <br> - Ask a reading partner for help. <br> Readers realize the parts that are confusing or foggy. We can leave a sticky-note on these pages, share them with our reading partners later and problem solve together! | anchor chart using appendix 3-page 57 rather than copy it. You may wish to simplify appendix 3- page 58 (Lesson 7). <br> Use suggested poems and have children record patterns on sticky notes (Mini-Lesson 1). <br> Use appendix 3-page 73 and poetry packet (children should use poems about a familiar topic) (Mini-Lesson 2). <br> Use poetry packets and sticky notes to record unfamiliar words/their thinking (Mini-Lesson 3). |
| :---: | :---: | :---: | :---: |
| Readers share their thoughts with others. | Readers understand that rereading poetry and reading aloud can help us understand poetry (Mini-Lesson 9). | Readers understand that rereading poetry and reading aloud can help us understand poetry (Mini-Lesson 9). | Teacher may provide a challenging poem for children to highlight during the activity in this lesson. Appendix "Thinking About My Reading" page 107 may be used as an optional |


|  |  |  | Readers react to poetry in a variety <br> of ways (Mini-Lesson 10). |
| :--- | :--- | :--- | :--- | | Readers react to poetry in a |
| :--- |
| variety of ways (Mini-Lesson 10). (Mini-Lesson 9). |
| Readers sketch what they saw |
| and share what they pictured in |
| their mind as they read. |
| Students use poems of their choice |
| (perhaps from poetry packets) to react |
| and respond. Use reader's notebooks. |
| Readers mark the parts that gave |
| them the strongest feelings and |
| explain why to a partner. |
| Readers reread a favorite poem |
| and read it to a partner, making |
| sure it sounds like a poem. |
| Readers talk about what they |
| learned from a poem with their |
| partners and ask them what they |
| learned. |

## Celebration Ideas:

Children can choose a type of poem to write, illustrate and share.

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Make a class poetry book.

"Make a Poet Tree"


| Content Area/Grade Level/Course | ELA, Grade 2: Theatre |
| :--- | :--- |
| Unit Plan Title | Unit 4: Poetry Power and Drama |
| Time Frame | $\mathbf{3}$ Weeks (2 weeks from Reading, 1 from Writing) |
| Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10 |  |
| Anchor Standards for Visual and Performing Arts---1.4 Theatre |  |
| - Anchor Standard 1: Generating and conceptualizing ideas. |  |
| - Anchor Standard 2: Organizing and developing ideas. |  |
| - Anchor Standard 3: Refining and completing products. |  |
| - Anchor Standard 4: Selecting, analyzing, and interpreting work. |  |
| - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. |  |
| - Anchor Standard 6: Conveying meaning through art. |  |
| - Anchor Standard 7: Perceiving and analyzing products. |  |
| - Anchor Standard 8: Interpreting intent and meaning. |  |
| - Anchor Standard 9: Applying criteria to evaluate products. |  |
| - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. |  |
| - Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |  |
| Anchor Standards for Reading Literature |  |
| - Key Ideas and Details: NJSLSA.RL3 |  |
| - Craft and Structure: NJSLSA.RL6 |  |
| - Integration of Knowledge and Ideas: NJSLSA.RL9 |  |
| Anchor Standards for Writing |  |
| - Text Types and Purposes: NJSLSA.W1 |  |
| Anchor Standards for Speaking and Listening |  |
| - Comprehension and Collaboration: NJSLSA.SL1 |  |
| Career Readiness, Life Literacies, and Key Skills |  |
| - Creativity and Innovation |  |
| - Global and Cultural Awareness |  |
| wIDA ELD Standards |  |
| - Social and Instructional Language: ELD Standard 1 |  |
| - The Language of Language Arts: ELD Standard 2 |  |

## Unit Summary

Drama can be a vehicle to support student growth by helping them recognize and identify the thoughts, feelings, and perspectives of others by analyzing actions of characters in a dramatic setting. Students will have the opportunity to analyze characters and make real life connections. They will also have the opportunity to perform and create the different components of a drama. Students will compare and contrast the differences between literature formats and a drama.

## Standard Number(s)

## NJSLS Visual and Performing Arts

## Creating

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).


## Performing

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.


## Responding

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).


## Connecting

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
- 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.


## Interdisciplinary Connections Standards

## NJSLS Career Readiness, Life Literacies and Key Skills

## Career Readiness Practices

- CRP 4, CRP 9


## Creativity and Innovation

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).


## Global and Cultural Awareness

- 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


## NJSLS ELA

## NJSLS ELA--Reading Literature

- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.


## NJSLS ELA--Reading Foundational Skills

- Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.


## NJSLS ELA--Speaking and Listening

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).


## NJSLS ELA--Writing

- 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.


## WIDA ELD Standards

- Social and Instructional Language: ELD Standard 1
- The Language of Language Arts: ELD Standard 2


## Essential Question(s)

- How do movements, gestures, and expressions help improve and support a scene?
- How do cooperation, communication and empathy apply in theatre and real life?


## Enduring Understandings

- Theatre artists draw on their personal experiences to portray characters.
- Script writing and theatre productions rely on groups of people working together toward the same goal.


## Interdisciplinary Connections

- Students will be exposed to two versions of the same text and apply their knowledge of narrative literature to drama texts.
- Students and teacher will collectively write a short scene using a word processing application and clip art to show the setting.
- Students can engage in reading and speaking activities that support their overall growth and performance in the ELA content area.


## In this unit plan, the following $21^{\text {st }}$ Century themes and skills are addressed.

|  | Check all that apply. $21^{\text {st }}$ Century Themes |  | Check all that apply. 21 ${ }^{\text {st }}$ Century Skills |
| :---: | :---: | :---: | :---: |
| X | Global Awareness <br> Environmental Literacy <br> Health Literacy | X | Creativity and Innovation <br> Critical Thinking and Problem Solving |
| X |  |  |  |
|  |  | X | Communication |
|  | Civic Literacy | X | Collaboration |

## Student Learning Targets/Objectives (Students will know/Students will understand)

- Use and understand domain specific vocabulary:
- Drama: A work of literature written to be performed by theatre artists in front of an audience in form of a play, film, or television program
- Cast of Characters: A list of characters in the play, usually in the order of their appearance
- Narrator: Similar to a storyteller informing the audience about the plot
- Theatre Artist: Artist portraying a role on stage
- Set: Physical environment in which the actors perform
- Scenery: Structures and painted backgrounds that show where the action in the play takes place
- Props: Physical items a theatre artists interacts with on stage
- Costume: Particular style of clothing worn to portray the wearer as a character
- Pantomime: Performing without words, expressing meaning through physical actions/gesture
- Improvisation ('improv'): Created without preparation
- Use and review elements of narrative literature and apply to theatre/drama. (Use Mini-Lesson 8 from the Fiction Unit and Appendix.)
- Identify story elements of a theatre/drama:
- Create a character analysis
- Identifying theme and/or author's message
- Read with expression and focus on volume/spoken dialogue and scenery.
- Identify plot, conflict, and resolution.
- Identify internal and external character traits.
- Read and recreate lines or an alternate ending to play.
- Create or draw costumes and props for a play to reflect comedy or drama.
- Compare and contrast a text vs. a drama/theatre.
- Perform and evaluate a drama.
- Visualize props, objects and scenery in a drama.
- Identify characters' emotions and connect to their own personal experiences.


## Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

Assessments (some assessments can be in more than one category):

- Formative: Observations, class participation \& discussions, guided writing, accurate use of domain specific vocabulary
- Summative: *Play report, perform as a character, identify story elements in drama
- Benchmark: No benchmark due to mini-unit format
- Alternative: As per teacher discretion


## Teaching and Learning Activities

## Activities

*Each activity must be completed, however, teachers may choose to use another vetted developmentally appropriate text.

## All underlined resources can be found in the Theatre Resources for Wayne Teachers folder.

- Introduce important vocabulary for dramatic text. (characters, costumes, props, set, drama, stage directions, scenery, setting, dialog, theatre artist, conflict, expression, and pantomime.
- Read SchoolWide The Lost Sock. Practice reading the dialog with fluency, gestures, and expression. Teachers can also use Appendix "Comparing Narrative Fiction Texts and Drama Scripts."
- Use Costume Design Template and Stage Template to create costumes and props for Hansel, Gretel, and Fred.
- Read Hansel, Gretel, and Fred and have students identify character traits and create a character profile/analysis.
- Read Hansel, Gretel, and Fred or any of the suggested dramas or SchoolWide selections. Students will rewrite some of their lines or change the ending: Script Writing Worksheet/Play Ending Worksheet.
- Have students work in a small group to act out The Veggie Thief or any of the suggested dramas, or SchoolWide selections. Discuss conflict and resolution: Resolve the Conflict Worksheet.
- Use the story Golden Coupon or the poem Dragonfly from SchoolWide and/or Pantomime \& Improv Ideas as basis for performing standards. Students can engage in some of the activities and then act out a poem or a drama.

|  | - Compare and contrast The Hidden One and Cinderella (short video) or text,(as basis for RL 2.9). Students and the teacher can complete a Venn Diagram. <br> - Read a short drama aloud. Have students complete the play report $(\mathrm{pg} 1)$ and play report $(\mathrm{pg} 2)$ to share their opinions. <br> - Students will choose the character they prefer from the drama. <br> - Students will visualize and create props, backdrops, and scenery. <br> - Students will identify a theme or message and provide support. <br> - Read SchoolWide The Lost Sock or Moose's Loose Tooth. Have students draw and write their connections to the character using this text- to-self graphic organizer. |
| :---: | :---: |
| Differentiation Strategies | Differentiated Strategies for Special Education Students <br> Differentiation Strategies for Gifted and Talented Students <br> Differentiation Strategies for ELL Students <br> Differentiation Strategies for At Risk Students <br> Differentiation Strategies for Students with a 504 |
| Additional Resources |  |
| Theatre Resources for Wayne Teachers |  |

## Social Studies: Community Travelers

## Grade 2 Unit 5

Reading occurs across all content areas. We called this unit "Community Travelers" because in it, readers will "travel" to different types of communities while reading many types of texts, and using various sources of information. Readers will gain factual information through reading realistic fiction, non-fiction, viewing photographs and maps. They will be encouraged to build upon their background knowledge and reflect on what they have learned in order to deepen their understanding about communities.

## Essential Questions:

- Why is it important to read different types of books?
- How can you show others what you have learned about a topic?
- How can you become an expert on a topic?


## Teaching Texts:

SCHOOLWIDE:
Mentor Texts Reading

- City Green by DyAnne DiSalvo-Ryan
- City Homes by Nicola Barber
- Community Helpers from $A$ to $Z$ by Bobbie Kalman
- Homes Around the World by Bobbie Kalman
- The Journey by Sarah Stewart
- Life in a Farming Community by Lizann Flatt

Shared Texts \& Documents

- "Aerial View of Manhattan"
- "Building Levittown"
- "Last Night in the City" by Ed Combs

Mentor Texts Grammar

- Close Your Eyes, Banks
- First Year Letters, Danneberg
- I Stink!, McMullan
- If You Were A Compound Word, Shaskan
- If You Were a Plural Word, Shaskan
- Night Noises, Fox
- Nouns and Verbs Have a Field Day, Pulver
- Punctuation Takes a Vacation, Pulver
- Snow Day!, Laminack
- To Root, to Toot, to Parachute: What Is a Verb?, Cleary


## OTHER:

- Language Staircase
- SchoolWide Grammar Binder


## Enduring Understandings:

- Readers create collections of texts and resources to study about a topic.
- Readers pay attention to their thinking as they read.
- Readers form ideas across more than one text.


## NJSLS-ELA

NJSLS-Social Studies
NISLS-Comprehensive Health and Physical Ed.
Career Readiness, Life Literacies, and Key Skills

## WIDA ELD Standards

Reading Standards for Literature
Key Ideas and Details: RL.2.1, RL.2.3
Craft and Structure: RL.2.4
Integration of Knowledge and Ideas: RL.2.7
Range of Reading and Level of Text Complexity: RL.2.10
Reading Standards for Information
Key Ideas and Details: RI.2.1, RI.2.2
Craft and Structure: RI.2.4, RI.2.5, RI.2.6
Integration of Knowledge and Ideas: RI.2.7, RI.2.8, RI.2.9
Range of Reading and Level of Text Complexity: RI.2.10
Reading Foundation Standards
Phonics and Word Recognition: RF.2.3
Fluency: RF.2.4
Writing Standards
Texts Types and Purposes: W.2.2, W.2.3
Research to Build and Present Ideas: W.2.7, W.2.8
Speaking and Listening Standards
Comprehension and Collaboration: SL.2.1, SL.2.2
Presentation of Knowledge and Ideas: SL.2.6

- Leveled Classroom Libraries
- Mentor Text Author Pages \& Summary Spreadsheet


## Language Standards

Conventions of Standard English: L.2.1, L.2.2
Knowledge of Language: L.2.3
Vocabulary and Acquisition Use: L.2.4, L.2.6

## Career Readiness Practices

CRP1. CRP4. CRP8. CRP9.

## WIDA ELD Standards

Social and Instructional Language: ELD Standard 1
The Language of Language Arts: ELD Standard 2
The Language of Social Studies: ELD Standard 5

## Unit Timeframe:

5 Weeks Reading shared with 3 Weeks of Writing

## What Students Are Reading:

Students will choose a variety of books, poems, photographs, and maps for independent reading from the classroom library that align with the theme of community travelers.

- Students reading levels A-I should select 8-10 books per week.
- Students reading levels J-K should select 6-8 books per week.
- Students reading levels L+ should select 5-6 books per week.
*Teachers should gather books and poems on urban, rural and suburban communities prior to beginning this unit.
*Teachers should collect various travel brochures and maps for use at the end of the unit, as well as a list of persuasive words and phrases.


## Vocabulary and Key Concepts:

See Instructional Vocabulary in manual, page 9.
Essential Question-a meaningful question that helps guide and set a goal for learning. There are no right or wrong answers.
Urban- an area with tall buildings and people living and working close together.
Rural-An area in the country with a lot of land between homes.

Assessments (some assessments can be in more than one category): Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring, and SchoolWide grammar reflection

Suburb-an area near a city where people live in houses or apartment buildings.
Community - A place where a group of people live close together. Geography - the climate and land of a community.
Map- A visual that shows you a place.
Brochure- something that tells about a product or service.
Persuade- to convince someone of your beliefs.
Primary Source- any piece of information that was created by someone who witnessed first hand or was part of the historical events that are being described. The most common primary sources are journal entries or letters.
Visual Source - provides accurate information through visuals such as photographs, videos, movies, etc.

## Reading Foundation Skills:

- Resource: Fundations and appropriate materials as needed with each Fundations activity.
- G2 Fundations Pacing Calendar

Summative: SchoolWide reading assessments (Link-It and in the binder), SchoolWide Travel Brochure and teacher created assignments

Benchmark: Fountas \& Pinnell, FUNdations
Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

## Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students
- Differentiation Strategies for ELL Students
- Differentiation Strategies for At Risk Students
- Differentiation Strategies for Students with a 504


## Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

## Social Studies Standards: 6.1.2.CivicsCM. 3

Comprehensive Health and Physical Education: 2.1.2.SSH.4, 2.1.2.SSH. 5
Career Readiness, Life Literacies and Key Skills: 9.1.2.CAP.1, 9.4.2.GCA:1, 9.4.2.IML.1, 9.4.2.TL.2
In this unit, students will have the opportunity to continue building on their understanding of the word 'community' and how it applies to one's personal life in addition to one's place in the world. Using the mentor texts City Green by DyAnne DiSalvo-Ryan, City Homes by Nicola Barber and Life in a Farming Community by Lizann Flatt students will be able to compare and contrast life in the United States. After becoming exposed to Homes Around the World by Bobbie Kalman, students will be able to expand their knowledge of life outside the United States. Students also have the opportunity to learn about other cultures living inside the United States in The Journey. During this unit, students will use writing skills to complete a travel brochure using their research to inform potential travelers, convincing them to come to their chosen place. Students can use their computer device in a variety of ways to conduct research, access texts and create a digital document.

| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Readers create collections of texts and resources to study about a topic. |  | Readers bring in different kinds of community traveler nonfiction that they see in their world and begin to explore. <br> Readers think about their topic as a whole and then think about what other parts of the topic they might want to read more about. <br> Readers look at their collections and name out the text features and sort through categorizing non-fiction texts and begin to notice if there is more they need to research. <br> Readers look at their collection and think about the differences between the | When thinking about topics of interest, it may be helpful to narrow down places that students can gather resources. <br> Kid-friendly search engines such as kidzsearch.com, kiddle.co, or safesearchkids.com. The school library is also a great place to visit. <br> Teachers might create their own text set collection to model how to do this for students. Students can also be grouped in 2-4's. |


|  |  | non-fiction texts and other kinds of texts they know. <br> Readers meet up with others who are exploring similar topics to compare materials. They may end up sharing resources. |  |
| :---: | :---: | :---: | :---: |
| Readers pay attention to their thinking as they read. | Readers set goals and use essential questions to help build content knowledge (Lesson 1). | Readers set goals and use essential questions to help build content knowledge (Lesson 1). | Teacher may wish to create an anchor chart of appendix 1-page 32 for class discussion (Lesson 1). |
|  | Readers take notes to keep track of their thinking and build understandings (Lesson 3). | Readers take notes to keep track of their thinking and build understandings (Lesson 3). | Class may complete sticky note activity or Appendix "Note Taking" page 44 (Lesson 3). |
|  | Readers take notes on supports and challenges in a fiction text to deepen understanding (Lesson 4). | Readers take notes on supports and challenges in a fiction text to deepen understanding (Lesson 4). | Teacher refers to appendix:"Note Taking..." page 48 and may wish to make a class anchor chart. Refer back to Lesson 3 page 44 for student chart (Lesson 4). |
|  | Readers ask questions to aid in their comprehension (Lesson 5). | Readers ask questions to aid in their comprehension (Lesson 5). | Students will use sticky notes to jot down questions as they read and prepare to discuss (Lesson 5). Possible anchor charts: |
|  | Readers reread texts carefully (Lesson 6). | Readers reread texts carefully (Lesson 6). | Appendix 2- page 58 is used by students (Lesson 6). <br> Possible anchor chart: |


|  | Readers locate, analyze and evaluate details from various sources (Lesson 7). <br> Readers revisit their notes and identify key ideas (Lesson 8). <br> Readers write an opinion piece that demonstrates their understanding of the topic of study (Mini-Lesson 10). <br> Readers compare and contrast information from various sources about urban communities (Mini-Lesson 1). <br> Readers revisit essential questions to summarize and categorize key ideas (Mini-Lesson 7). <br> Readers evaluate what information is important to remember and why (Mini-Lesson 9). | Readers locate, analyze and evaluate details from various sources (Lesson 7). <br> Readers revisit their notes and identify key ideas (Lesson 8). <br> Readers compare and contrast information from various sources about urban communities (Mini-Lesson 1). <br> Readers revisit essential questions to summarize and categorize key ideas (Mini-Lesson 7). <br> Readers evaluate what information is important to remember and why (Mini-Lesson 9). | Appendix 1-page 65 for students. (Lesson 7). <br> Appendix 1-page 70 used for students (Lesson 8). <br> Mini-Lesson 10 will take place over several days. You will need various maps (Mini-Lesson 10). <br> Use a poem on page 28 and supplement with a poem of your choice about rural life. Use Appendix 1-page 65 page 70 here as well (Mini-Lesson 1). <br> Simplify appendix 1-page 102-104, as well as page appendix 3- page 105 for independent reading, to include essential questions and only one sub-question (Mini-Lesson 7). <br> Use appendix "The Best Place to Visit..." page 115 (Mini-Lesson 9). |
| :---: | :---: | :---: | :---: |
| Readers form ideas across more than one text. | Readers locate, analyze and evaluate details from various sources (Lesson 7). <br> Readers restate and review ideas they have learned and continue to | Readers locate, analyze and evaluate details from various sources (Lesson 7). | Appendix 1-page 65 for students (Lesson 7). |

ask questions to further their learning (Mini-Lesson 4).

Readers compare and contrast information from various sources (Mini-Lesson 1).

Readers interpret information from photographs of urban communities (Mini-Lesson 2).

Readers identify relevant information from print and visual sources (Mini-Lesson 3).

Readers analyze historical photos to find out what life was like (Mini-Lesson 5).

Readers analyze information from print and digital sources to draw conclusions, and identify cause and effect (Mini-Lesson 6).

Readers reflect on their new learning and identify how their thinking has changed (Mini-Lesson 8).

Readers interpret information from photographs (Mini-Lesson 2).

Readers identify relevant information from print and visual sources (Mini-Lesson 3).

Readers analyze information from print and digital sources to draw conclusions,and identify cause and effect (Mini-Lesson 6).

Use a poem on page 28 and supplement with a poem of your choice about rural life. Use Appendix 1-page 65 page 70 here as well (Mini-Lesson 1).

Make an anchor chart of appendix 1 -page 78 . Use appendix 2-page 79 for students (Mini-Lesson 2).

Use appendix "Photo Analysis Worksheet" page 83 (Mini-Lesson 3).

Refer to previous 2 handouts (Mini-Lesson 5).
*Optional homework: "A Home Interview" page 97 (Mini-Lesson 6). Possible anchor chart:


|  | Readers link meanings of new <br> words to their experiences in order <br> to learn new information (Lesson 2). | Readers link meanings of new words to <br> their experiences in order to learn new <br> information (Lesson 2). | Appendix 1-page 39 may need to be <br> adapted using larger boxes for <br> recording (Lesson 2). |
| :--- | :--- | :--- | :--- |
| Writers use <br> nouns, verbs and <br> effective sentence <br> structure to <br> engage readers' <br> senses. | Writers build sensory images using <br> precise nouns and verbs (Lesson <br> 3-Grammar binder). | Writers choose powerful nouns and <br> verbs effectively in their sentences <br> (Mini-Lesson 4-Grammar binder). <br> Writers reflect on grammatical <br> structures and conventional rules when <br> writing for a variety of purposes <br> (Culminating Mini-Lesson). | Appendix 131-133 (Lesson 3). |
| Appendix pages 140-143. Modify as |  |  |  |
| needed (Culminating Lesson). |  |  |  |

## Teacher Notes:

- Grammar Lessons incorporated into this unit are:
- Sentence Structure, Lesson 3 and Mini-Lesson 4
- Culminating Mini-Lesson
- Please note- while the mentor texts and topics urban, rural and suburban communities are repeated throughout the unit, the skills introduced in each lesson are new. Teachers may wish to interchange community-type for discussion, as they see fit. The skills are the main focus of this unit.


## Celebration Ideas:

- Mini-Lessons 9 and 10 focus on creating a Persuasive Travel Brochure.


## We suggest you SKIP the following lessons:

## Mini-lesson 4 and/or 6

Mini-lesson 7- skip or complete and use appendix as a class.
Mini-Lesson 8

