Kenilworth Public Schools
Curriculum Guide

Content Area: ELA Readers Workshop
Grade: 2
BOE Approved: 2/13/23

Revision Date: N/A
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Reading Scope and Sequence
Grade 2
2022-2023

Unit 1- Launching	Unit 2- Nonfiction	Unit 3- Fiction	Unit 4- Poetry
Sept.-Nov.	Dec.-Feb.	March-May	June

Unit Description:	Unit Description:	Unit Description:	Unit Description:
This unit is established to build a foundation for reading and writing readiness that can be applied at an elementary, college, and career level. Students will learn to read a range of texts and genres and develop deep understandings around those texts. Students will be exposed to a broad range of texts that follow a progression for rigor and complexity. This will be seen in fictional stories, dramas, cultural texts, folktales, poems, myths,and informational texts. Students will explore various text structures and literary elements. By reading a variety of texts, it will help	In this unit, reading and writing informational texts will be integrated. Reading instruction will focus on identifying the main idea and features of a text in order to read more efficiently. In efforts to promote students' foundational reading skills, the students will continue to apply grade level phonics and skills in decoding words. Moreover, this unit introduces opinion and informative/explanatory writing. Writers will be expected to explain how to do a task or activity, using evidence-based facts in their writing pieces. Within the writing process,	In this unit, students will participate in reading, writing, and discussing fiction texts. The students will analyze the texts by asking and answering questions, as well as determining the relationship between texts' structures and meanings. Additionally, phonics, expression, and accuracy in instruction will support students' reading comprehension skills. Narrative writing engages student's prior knowledge, while coinciding with the fiction and nonfiction reading	The poetry unit is meant to serve as a natural bridge between cognitive learning and personal expression. In this unit, it will expose students to possibilities within the genre. By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also

build a foundation of knowledge that can be applied as background knowledge that readers can access across all content areas. Students will also acquire habits around independent reading where students will apply the skills built to books at their level.	writers will self-reflect, revise, and edit their pieces to strengthen their writing.	material. Lastly, the students will actively participate in large and small group discussions. The purpose of these discussions is to promote students' collaboration and communication skills, such as creating norms and building off of one another's thoughts. Students will thoroughly read and comprehend both literary and informational texts independently by the end of the year.	makes it a genre that invites reading for pleasure and understanding. Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message. This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.
Unit Targets: ● Recognize the features and three common types of texts (fiction, poetry, and nonfiction) Identify personal reading interests and patterns ● Self-Select appropriate texts ● Use thinking, writing, and talking strategies before, during, and after they read (e.g., stop and think, turn and talk, stop and jot) ● Effectively uses tools (e.g. sticky notes, Reading Notebook) to support reading	*Unit Targets:* ● Readers use strategies to construct meaning, including asking/answering questions about the text. ● Listening skills are critical for learning and communication. ● Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral,	*Unit Targets:* ● Readers use strategies to construct meaning, including asking/answering questions about the text. ● Readers use text features to better understand informational texts. ● Listening skills are critical for learning and communication. ● People can gather evidence-based research from multiple sources, and then share that information through their written words, as well as speaking.	*Unit Targets:* ● Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language. ● Readers compare and contrast poems for meaning, deep feelings, and themes. ● Readers interpret the central message of a poem based on descriptive details and poetic devices.

● Monitor for understanding and uses fix-up strategies to clear up confusion ● Reflect upon reading habits and behaviors (e.g., focus, stamina, pace) ● Determines reading goals with the teacher ● Participate in collaborative conversations and purposeful talk about texts with partners and in small group and whole-class discussions ● Communicate understanding of key ideas and provides supporting evidence from the text ● Ask and answers questions about key details from the text	reveal human native, kindle the imagination or explain aspects of life, culture or nature.		

Reading
2nd Grade
2022-2023

Unit & Title: Unit 1: Launching
Pacing/Days: 12 Weeks
Unit Summary: This unit is established to build a foundation for reading and writing readiness that can be applied at an elementary, college, and career level. Students will learn to read a range of texts and genres and develop deep understandings around those texts. Students will be exposed to a broad range of texts that follow a progression for rigor and complexity. This will be seen in fictional stories, dramas, cultural texts, folktales, poems, myths,and informational texts. Students will explore various text structures and literary elements. By reading a variety of texts, it will help build a foundation of knowledge that can be applied as background knowledge that readers can access across all content areas. Students will also acquire habits around independent reading where students will apply the skills built to books at their level.

Learning Targets
Unit Big Idea: The Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your students develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

Unit Enduring Understandings:	**Unit Essential Questions:**
● Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.	● How do students develop an understanding of themselves as readers? ● How can we share our thinking and ideas with our peers? ● How can we show and communicate when we agree and disagree with our peers during a comprehension discussion or debate? ● How does a reader make a complete inference? (Text evidence + schema=conclusions) ● How can a reader choose a book from the library thinking about interest and skill?
Student Learning Targets: Students will be able to…	**Evidence of Learning:** **Formative**

● Recognize the features and three common types of texts (fiction, poetry, and nonfiction) Identify personal reading interests and patterns ● Self-Select appropriate texts ● Use thinking, writing, and talking strategies before, during, and after they read (e.g., stop and think, turn and talk, stop and jot) ● Effectively uses tools (e.g. sticky notes, Reading Notebook) to support reading ● Monitor for understanding and uses fix-up strategies to clear up confusion ● Reflect upon reading habits and behaviors (e.g., focus, stamina, pace) ● Determines reading goals with the teacher ● Participate in collaborative conversations and purposeful talk about texts with partners and in small group and whole-class discussions ● Communicate understanding of key ideas and provides supporting evidence from the text ● Ask and answers questions about key details from the text	● Assessment of Key Comprehension Strategies in student reading notebooks and during Guided Reading ● Anecdotal Notes/Observation taken by the teacher

Unit Summative Assessment:
- Collect Reading Notebooks
- "Finding the Big Idea." Written response to theme/central message. Use a scoring rubric to support grading.
- Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Launching Unit
- STORY map completion to show overall understanding of basic STORY elements.
- Student retell checklist

NJSLS Standards: (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

Key Ideas and Details
- RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3: Describe how characters in a story respond to major events and challenges using key details.
- Craft and Structure
- RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- Integration of Knowledge and Ideas
- RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
- Range of Reading and Level of Text Complexity
- RL.2.10: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Craft and Structure
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
- RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- Integrations of Knowledge and Ideas
- RI.2.7: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Range of Reading and Level of Text Complexity
- RI.2.10: Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.
- SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills (CLKS):
- 9.2 Career Awareness, Exploration, Preparation, and Training
  - 9.1.2.CAP.1
  - 9.1.2.CAP.2
- 9.4 Life Literacies and Key Skills
  - Act as a responsible and contributing community member and employee.
  - Attend to financial well-being.
  - Consider the environmental, social and economic impacts of decisions.
  - Demonstrate creativity and innovation.
  - Utilize critical thinking to make sense of problems and persevere in solving them.
  - Model integrity, ethical leadership and effective management.
  - Plan education and career paths aligned to personal goals.
  - Use technology to enhance productivity, increase collaboration, and communicate effectively.
  - Work productively in teams while using cultural/global competence.

Primary Interdisciplinary Connections:
- Students can create individual crests about themselves as readers. They can list their favorite book, including the title of the book, an illustration, and how the book reflects who they are as readers. Display all of the students' crests on a class bulletin board. 2.1.2.C.3

- Have students create a puppet of the main character, Nineti, to use when retelling the traditional tale "Stop the Hungry Giant Fish!" Invite them to practice retelling the story with their reading partners. 2.5.2.B.4, SL.2.4.3

Computer Science and Design Thinking Standards:
- 8.1 Computer Science
  - 8.1.2.CS.1
  - 8.1.2.AP.4
  - 8.2 Design Thinking
  - 8.2.2.ED.1
  - 8.2.2.ETW.1
  - 8.2.2.ETW.4

Climate Change Standards:
- K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

ELA Companion Standards:

LANGUAGE STANDARDS

Conventions

- L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Effective Language Use
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vocabulary Acquisition and Usage
- L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WRITING STANDARDS

Research to Build and Present Knowledge

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

Lesson Plans	
Teaching Points & Learning Activities *(Note: IRA=Interactive Read-Aloud & ML=Mini-Lesson)*	*Timeframe*
IRA 1 ● I can grow and understand myself as a reader. ● I can learn the rules,rituals,and routines for participating in group conversations about texts. **IRA 2** ● I can ask and answer questions to show my understanding. **IRA 3** ● I can self-select just right texts and set goals for myself as a reader. **IRA 4** ● I can use my schema to ask questions as I read. **IRA 5** ● I can learn how to use fix-up strategies when meaning breaks down as I read. **IRA 6** ● I can visualize what is happening as I read. **IRA 7** ● I can learn how to use sticky notes to record my thinking as I read. **IRA 8** ● I can use evidence from a text to discuss what I have read. **ML 1** ● I can make connections as I read. ● I can write my thoughts about a text in my Reader's Notebook.	Sept.-Nov.

ML 2
- I can set goals for myself to grow as a reader.

ML 3
- I can use my own words to retell the important parts of a story.

ML 4
- I can identify and share important information from texts to express my opinion about the books I listen to and read.

ML 5
- I can learn the importance of building stamina and use strategies to check my thinking.

ML 6
- I can learn how to check my understanding by rereading and paying attention to what I read.

ML 7
- I can visualize as I listen to and read texts.

ML 8
- I can identify elements of poetry to help understand and enjoy a poem.

ML 9
- I can learn how to use my schema to help make inferences about big ideas in poems.

ML 10
- I can identify and use text features and structures to locate and understand key information in a nonfiction text..

Teacher Resources & Student Tools	*Teacher Note*
● Google Classroom ● Google Slides, ● Seesaw ● BrainPOP ● Book Creator ● Kahoot	

● Kami ● Freckle ● Raz Kids ● Scholastic Magazines ● Epic Reading ● Pebble-Go	

Differentiating Instruction: **Students with Disabilities, English Language Learners,** **and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content, student products, and assessment tools (rubrics for example)
• Testing accommodations
• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace and content of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Unit & Title: Unit 2: Non-Fiction

Pacing/Days: 12 Weeks

Unit Summary: In this unit, reading and writing informational texts will be integrated. Reading instruction will focus on identifying the main idea and features of a text in order to read more efficiently. In efforts to promote students' foundational reading skills, the students will continue to apply grade level phonics and skills in decoding words. Moreover, this unit introduces opinion and informative/explanatory writing. Writers will be expected to explain how to do a task or activity, using evidence-based facts in their writing pieces. Within the writing process, writers will self-reflect, revise, and edit their pieces to strengthen their writing.

Learning Targets

Unit Big Idea: In this unit, students will read a variety of nonfiction texts. This unit is meant to spark curiosity and allow students to explore the world through nonfiction texts. Students will read and study three different types of nonfiction in this unit. They will explore reference texts, literary texts, and biographies. Students will develop an understanding of various forms, features, layouts, and text features associated with each type of nonfiction. This unit will encourage students to observe and learn about the world around them. Students will learn how to collect, compare, and evaluate information from a variety of sources.

Unit Enduring Understandings:	**Unit Essential Questions:**
- Readers use strategies to construct meaning, including asking/answering questions about the text. - Listening skills are critical for learning and communication. - Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human native, kindle the imagination or explain aspects of life, culture or nature.	- What do readers use to recognize the structures and features of nonfiction texts? - What impact does asking questions have on comprehension of informational texts? - Why are nonfiction strategies and text features important? How do they help us comprehend the topic? - How does word choice affect meaning? - How do you speak and listen effectively? - How can you synthesize information from multiple sources to gather valid information about one topic? - How can we effectively communicate our findings through informative writing? - What are the benefits of using resources to revise and improve your writing?
Student Learning Targets: **Students will be able to…**	**Evidence of Learning:** **Formative**

- Understand the structures and features of nonfiction texts; - Use strategies before, during, and after reading to enhance comprehension of texts; - Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; - Ask questions to help clarify thinking and deepen understanding; - Use fix-up strategies when coming upon unfamiliar words; - Identify big ideas and supporting details within texts; - Synthesize information presented within and across nonfiction texts; - Recognize the "expert" and "literary" voices found in the genre and subgenres of nonfiction; and - Deepen their understanding of author's purpose as it relates to the nonfiction genre.	- Assessment of Key Comprehension Strategies in student writing notebooks and during Guided Reading - Running Record-Fountas and Pinnell with the non-fiction series assessments - Anecdotal Notes/Observation taken by the teacher - Compare and contrast genres of text using a Venn Diagram - Written responses in correspondence to non-fiction read-alouds to check from comprehension and inferencing (there will be a focus on finding explicit evidence to support thinking)

Unit Summative Assessment:

- Students will be able to identify the key features of the three genres of non-fiction studied in this unit (literary, reference, and biography). Students will be able to sort books based on the type of nonfiction that it falls under.
- Students will be able to answer comprehension questions and provide explicit evidence to support their thinking. (Comprehension Rubric will be Normed)
- Text Feature Scavenger Hunt.

New Jersey State Learning Standards

NJSLS Standards: (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

Key Ideas and Details
- RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3: Describe how characters in a story respond to major events and challenges using

key details.
- Craft and Structure
- RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- Integration of Knowledge and Ideas
- RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
- Range of Reading and Level of Text Complexity
- RL.2.10: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Craft and Structure
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
- RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Integrations of Knowledge and Ideas
- RI.2.7: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Range of Reading and Level of Text Complexity
- RI.2.10: Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2: Recount or describe key ideas or details from written texts read aloud or

information presented orally or through media.
- SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[Career Readiness, Life Literacies, and Key Skills (CLKS](#)):

- 9.2 Career Awareness, Exploration, Preparation, and Training
  - 9.1.2.CAP.1
  - 9.1.2.CAP.2
- 9.4 Life Literacies and Key Skills
  - Act as a responsible and contributing community member and employee.
  - Attend to financial well-being.
  - Consider the environmental, social and economic impacts of decisions.
  - Demonstrate creativity and innovation.
  - Utilize critical thinking to make sense of problems and persevere in solving them.
  - Model integrity, ethical leadership and effective management.
  - Plan education and career paths aligned to personal goals.
  - Use technology to enhance productivity, increase collaboration, and communicate effectively.
  - Work productively in teams while using cultural/global competence.

Primary Interdisciplinary Connections:
- Students can work in small groups to act out the shared text *"A Turtle Tot's Tale"*. Assign different students to play the following roles: Tilda the tiny Turtle Tot, the hungry raccoon, the white ghost crab, and the noisy gull. A narrator can retell the story, including the repetitive refrain "Paddle, paddle, paddle!" as the other students perform the text. SL.2.5, 1.3.2.C.1

Computer Science and Design Thinking Standards: (Use Font: Times, Size:12, Not Bold)
(List the standards to show integration, all K-12 curricula)
- 8.1 Computer Science
  - 8.1.2.CS.1
  - 8.1.2.AP.4
  - 8.2 Design Thinking
  - 8.2.2.ED.1
  - 8.2.2.ETW.1
  - 8.2.2.ETW.4

Climate Change Standards:

- K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

ELA Companion Standards:

LANGUAGE STANDARDS

Conventions

- L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Effective Language Use
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vocabulary Acquisition and Usage
- L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WRITING STANDARDS

Research to Build and Present Knowledge

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

Lesson Plans	
Teaching Points & Learning Activities	*Timeframe*

(Note: IRA=Interactive Read-Aloud & ML=Mini-Lesson)	
IRA 1 ● I can learn how to recognize the three major types of nonfiction texts- reference, biography, and literary nonfiction- and how to use this information and my own background knowledge about a topic to build meaning. **IRA 2** ● I can examine and identify common nonfiction text features in order to sort, understand, and analyze the information presented in the texts. **IRA 3** ● I can learn to think about what I already know, generate questions about what I want to know, and read and reread the words and text features to discover new information and get more understanding. **IRA 4** ● I can explore two important text structures- description and compare and contrast- and learn how knowing the text structure of a nonfiction text structure can help me identify important information. **IRA 5** ● I can explore three additional nonfiction text structures- chronological, problem/solution and cause/effect- which will help me in determining important information and deepen my understanding of a topic or subject. **IRA 6** ● I can learn how to monitor for meaning of a text by looking at sentences and words and use strategies to figure out the meaning of new and/or words I am unsure of. **IRA 7** ● I can learn how to figure out the author's purpose for writing a text in order to better understand the text and make inferences.	Dec.-Feb.

IRA 8
- I can demonstrate my understanding of nonfiction texts by learning how to explain what the text is about, as well as sharing how I feel about a particular topic using evidence from the text.

ML 1
- I can examine the purpose and parts of literary nonfiction, including crafting, reporting techniques, to support understanding of a text.

ML 2
- I can discuss how understanding why and how writers write biographies can help my understanding and enjoyment of a text.

ML 3
- I can learn how to use the text features found in reference nonfiction texts to activate prior knowledge and gain understanding of a topic.

ML 4
- I can learn how to identify the description text structure in a nonfiction text to construct meaning at a text and paragraph level in order to get more understanding.

ML 5
- I can learn how to identify a comparison text structure to find answers to questions and help understanding.

ML 6
- I can learn how to identify the chronological text structure in nonfiction texts in order to make meaning and remember important steps in a process.

ML 7
- I can learn how identifying a problem and solution text structure can help me find answers to questions and better understand the text.

ML 8

- I can learn how identifying the cause and effect text structure can help them comprehend the writer's main points.

ML 9
- I can learn to notice new or unfamiliar words and how to use context clues to determine the meaning of words.

ML 10
- I can learn to identify why a writer has written his/her text, whether it is to entertain, to persuade, and/or inform to enhance my understanding of the key ideas and infer the author's message.

Teacher Resources & Student Tools	*Teacher Note*
● Google Classroom ● Google Slides, ● Seesaw ● BrainPOP ● Book Creator ● Kahoot ● Kami ● Freckle ● Raz Kids ● Scholastic Magazines ● Epic Reading ● Pebble Go ● Additional formats of informational texts, (newspapers, magazines, etc).	TW incorporates Non-Fiction books into guided reading lessons and individual book buddies.

Differentiating Instruction: **Students with Disabilities, English Language Learners,**   **and Gifted & Talented Students**
Examples of Strategies and Practices that Support Students with Disabilities: ● Use of visual and multisensory formats   ● Use of assisted technology   ● Use of prompts   ● Modification of content, student products, and assessment tools (rubrics for example)

- Testing accommodations
- Dictation for written response activities

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Differentiated reading levels of texts
- Additional projects or PBL activities
- Increase the number and complexity during independent work time
- Differentiate reading levels of texts
- Offer students additional texts with higher lexile levels.

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced   English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
•Cooperative learning groups

Unit & Title:	Unit-3 Fiction
Pacing/Days: 12 Weeks	

Unit Summary: In this unit, students will participate in reading, writing, and discussing fiction texts. The students will analyze the texts by asking and answering questions, as well as determining the relationship between texts' structures and meanings. Additionally, phonics, expression, and accuracy in instruction will support students' reading comprehension skills. Narrative writing engages student's prior knowledge, while coinciding with the fiction and nonfiction reading material. Lastly, the students will actively participate in large and small group

discussions. The purpose of these discussions is to promote students' collaboration and communication skills, such as creating norms and building off of one another's thoughts. Students will thoroughly read and comprehend both literary and informational texts independently by the end of the year.

Learning Targets

Unit Big Idea: In this unit, students will read and study a variety of different types of fiction(fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

Unit Enduring Understandings:	Unit Essential Questions:
- Readers use strategies to construct meaning, including asking/answering questions about the text. - Readers use text features to better understand informational texts. - Listening skills are critical for learning and communication. - People can gather evidence-based research from multiple sources, and then share that information through their written words, as well as speaking.	- What impact does asking questions have on comprehension of informational texts? - Why are nonfiction strategies and text features important? How do they help us comprehend the topic? - How does word choice affect meaning? - How do you speak and listen effectively? - How can you synthesize information from multiple sources to gather valid information about one topic? - How can we effectively communicate our findings through informative writing? - What are the benefits of using resources to revise and improve your writing?
Student Learning Targets: Students will be able to… - Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. - Describe the overall structure of a story and identify how each successive part builds on earlier sections.	**Evidence of Learning:** **Formative** - Assessment of Key Comprehension Strategies in student writing notebooks and during Guided Reading. - Running Record-Fountas and Pinnell with the non-fiction series assessments. - See **Student Forms** for additional assessment opportunities in curriculum guide. - Anecdotal Notes/Observation taken by the teacher.

- Use various text features (e.g., captions, maps, bold print, glossaries, indexes) to gather information from a text.
- Identify the main idea of a text or certain sections of the text, as well as the author's purpose.
- Read and comprehend grade-level informational texts, including history/social studies and science texts, proficiently with scaffolding as needed.
- Determine the meaning of unknown and multiple-meaning words based on grade 2 reading/content, choosing from an array of strategies. This could include the use of glossaries and beginning dictionaries.
- Decode regularly spelled multisyllabic words, and read grade appropriate irregularly spelled words, using context to confirm or self-correct word recognition/understanding.
- Write to give information or explain how to do something using evidence-based facts. This would include an introduction, evidence-based facts to support their points, and a conclusion.
- Research a topic by reading multiple books/articles about the given topic, and then write about it.
- Use a variety of print and digital tools/resources to produce, publish, and revise writing.
- Determine the meaning of the new word formed using knowledge of prefixes.

- Participate in conversations with different partners about 2nd grade topics and texts by actively listening,

- Grade level formative assessments around text features, types of nonfiction, using a venn-diagram to compare and contrast, etc.
- Written responses in correspondence to non-fiction read-alouds to check from comprehension and inferencing (there will be a focus on finding explicit evidence to support thinking).
- Oral responses and/or illustrations in lieu of written answers on graphic organizers

questioning, responding, and building off of others' ideas to gather more information about the topics.

- Distinguish the roles and responsibilities of the three branches of the national government.
- Compare/contrast facts and information in a variety of informational texts.

Unit Summative Assessment:
- Character trait assessment (use a normed rubric)
- Oral and written responses around major plot events and characters
- Graphic organizers aligned to objective based skills (trait, feelings, mental state, central message, plot)

New Jersey State Learning Standards

NJSLS Standards: (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

Key Ideas and Details
- RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3: Describe how characters in a story respond to major events and challenges using key details.
- Craft and Structure
- RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- Integration of Knowledge and Ideas
- RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
- Range of Reading and Level of Text Complexity
- RL.2.10: Read and comprehend literature, including stories and poetry, at grade level text

complexity or above with scaffolding as needed.

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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Craft and Structure
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
- RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Integrations of Knowledge and Ideas
- RI.2.7: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Range of Reading and Level of Text Complexity
- RI.2.10: Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.
- SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.1 Financial Literacies
  - 9.1.2.CR.1
  - 9.1.2.FP.3
  - 9.1.2.PB.2
- 9.2 Career Awareness, Exploration, Preparation, and Training
  - 9.1.2.CAP.1
  - 9.1.2.CAP.2
- 9.4 Life Literacies and Key Skills
  - Act as a responsible and contributing community member and employee.
  - Attend to financial well-being.
  - Consider the environmental, social and economic impacts of decisions.
  - Demonstrate creativity and innovation.
  - Utilize critical thinking to make sense of problems and persevere in solving them.
  - Model integrity, ethical leadership and effective management.
  - Plan education and career paths aligned to personal goals.
  - Use technology to enhance productivity, increase collaboration, and communicate effectively.
  - Work productively in teams while using cultural/global competence.

Primary Interdisciplinary Connections:

- Invite students to interview family members about their favorite fiction stories as a child and to record the following on an index card: the title and author of their favorite book as well as a sentence describing why they love this book. Create a bulletin board or class book titled "Our Families Love Fiction." 6.1.2.C.1
- Place students in three groups and ask them to create their own new version of the traditional tale of Little Red Riding Hood by changing one or more of the story elements (character, setting, problem, etc.). Have them use the "Story Structure" handout to note their key changes and ask them to use their handouts to re-enact their version for the class. Then have a class discussion about the similarities and differences in the various versions. SL.2.1, 1.1.2.C.3
- Students can work in small groups to act out the shared text *"A Turtle Tot's Tale"*. Assign different students to play the following roles: Tilda the tiny Turtle Tot, the hungry raccoon, the white ghost crab, and the noisy gull. A narrator can retell the story, including the repetitive refrain "Paddle, paddle, paddle!" as the other students perform the text. SL.2.5, 1.3.2.C.1

Computer Science and Design Thinking Standards: (Use Font: Times, Size:12, Not Bold)
(List the standards to show integration, all K-12 curricula)

- 8.1 Computer Science
  - 8.1.2.CS.1
  - 8.1.2.AP.4
  - 8.2 Design Thinking

○ 8.2.2.ED.1 ○ 8.2.2.ETW.1 ○ 8.2.2.ETW.4	

Climate Change Standards:

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

ELA Companion Standards: (Use Font: Times, Size:12, Not Bold)

LANGUAGE STANDARDS

Conventions

- L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Effective Language Use
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vocabulary Acquisition and Usage
- L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WRITING STANDARDS

Research to Build and Present Knowledge

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

Lesson Plans	
Teaching Points & Learning Activities *(Note: IRA=Interactive Read-Aloud & ML=Mini-Lesson)*	***Timeframe***
IRA 1 - I can learn about the fiction genre and identify the three types of fiction texts: traditional literature, fantasy, and realistic fiction. **IRA 2**	March-May

- I can learn how to show understanding of fictional stories by using the text's structure to retell the key details that occurred in the beginning, middle, and end of the story.

IRA 3
- I can learn how to recognize the common elements in traditional folktales.

IRA 4
- I can learn how to use the rich literary language of folktales to visualize what is taking place, and make inferences about what will happen next in the text.

IRA 5

- I can learn how to use background knowledge and evidence from the text to draw conclusions or infer the author's message or theme.

IRA 6

- I can learn how to use the details in a text to better understand the characters' traits, problems, actions, and feelings.

IRA 7

- I can learn how to identify and compare the similarities and differences between texts with similar story elements.

IRA 8

- I can learn how writers use transition words to show time passing or changing and to help follow the action in a story.

ML 1

● I can learn how to reflect on the main character's journey to solve his or her problem and infer the important message or life lesson to be learned. **ML 2** ● I can learn to identify how the characters change from the beginning of a story and at the end when the action concludes. **ML 3** ● I can learn how to check my reading for understanding and determine the meaning of new or unfamiliar words using context clues, punctuation, and illustrations. **ML 4** ● I can learn that making connections, discussing connections, and writing about reading helps comprehension and appreciation of texts. **ML 5** ● I can learn how to use evidence from the text to explain how a text made me feel. **ML 6** ● I can learn how to identify the clues in a text, including the choice of words, punctuation, and accompanying illustrations to figure out different characters' points of view. **ML 7** ● I can learn how fiction writers use description and dialogue to reveal important information about the characters and move the plot along. **ML 8** ● I can learn how to use the important text features of a drama script and/or perform a play with	

understanding.

ML 9
- I can learn strategies to ask questions and make predictions to help them think more deeply about my reading and get more understanding of the text.

ML 10
- I can learn how to determine the meaning of different types of figurative language expressions to help with understanding of a text.

Teacher Resources & Student Tools	*Teacher Note*
● Google Classroom ● Google Slides, ● Seesaw ● BrainPOP ● Book Creator ● Kahoot ● Kami ● Freckle ● Raz Kids ● Scholastic Magazines ● Epic Reading ● Pebble Go	Incorporate books from the Fables, Fairy Tales, and Folktales unit.

Differentiating Instruction:
Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Dictation for written response activities
- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.

- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule
- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.

- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy Handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Differentiated reading levels of texts
- Additional projects or PBL activities
- Increase the number and complexity during independent work time
- Differentiate reading levels of texts
- Offer students additional texts with higher lexile levels.

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced   English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Provide extended time
- Provide language feedback often (such as grammar, tenses, subject-verb agreement, etc).
- Have students repeat directions
- Create visuals to accompany skills and directions
- Create anchor charts or slides with visuals
- Increase one-on-one conferencing
- Provide sentence starters and word-banks

Unit & Title: Unit 4-Poetry
Pacing/Days: 3-4 Weeks

Unit Summary:

The poetry unit is meant to serve as a natural bridge between cognitive learning and personal expression. In this unit, it will expose students to possibilities within the genre. By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also makes it a genre that invites reading for pleasure and understanding. Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message.

This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.

Learning Targets

Unit Big Idea: Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.

Unit Enduring Understandings:	**Unit Essential Questions:**
● Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language. ● Readers interpret poetry for meaning based on poetic devices and techniques.	● What do readers use to interpret the structural elements of poems? ● What is the central message of this poem? ● How does ____poem compare to ____poem? ● What do you visualize when reading this poem? ● How does this poem make you feel? ● What literary devices did the poet use to help bring meaning and feeling to the poem?

- Readers compare and contrast poems for meaning, deep feelings, and themes. - Readers interpret the central message of a poem based on descriptive details and poetic devices.	
Student Learning Targets: Students will be able to… - Interpret a variety of poems and their structural elements; - Use their senses and create mental images to understand poems; - Make connections with various poems and use background knowledge or schema to determine meaning; - Ask and answer questions to clarify thinking and deepen understanding; - Use strategies before, during, and after reading to aid comprehension; - Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; - Read and compare poems, focusing on how and why poets orchestrate the reading of their poems through layout and structure; - Determine rhyme scheme to help them figure out unknown words; - Determine how words and phrases create rhythm and meaning; - Recognize that repeated readings and reading a poem aloud can heighten the readers' understanding of a poem; - Apply self-monitoring skills and employ fix-up strategies when meaning breaks down; - Analyze poems for a variety of literary elements, including elements of structure (stanzas, verse),	**Evidence of Learning:** **Formative** - Assessment of Key Comprehension Strategies - Reading Log Reflections - Running Records - See **Student Forms** for additional assessment opportunities - Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 2 Poetry Unit - Anecdotal and observation notes during conferencing and GR.

- figurative language, and other crafting techniques, such as line breaks and white space;
- Deepen their understanding of author's purpose;
- Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood and tone;
- Recognize qualities that enhance poetry, such as shared observations of the world, messages or big ideas that are revealed, and opportunities to infer purpose and inspiration;
- Examine how reading several poems connected by theme can help with understanding individual poems within a collection;
- React to a poem using drawings, movements, and/or performances; and
- Uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas.
- and revise writing.
- Determine the meaning of the new word formed using knowledge of prefixes.

- Participate in conversations with different partners about 2nd grade topics and texts by actively listening, questioning, responding, and building off of others' ideas to gather more information about the topics.

- Distinguish the roles and responsibilities of the three branches of the national government.
- Compare/contrast facts and information in a variety of informational texts.

Unit Summative Assessment:

- Poetry 2 Summative Assessment: Found in School Wide Guide
- Poetry 2 Summative Reading Assessment, "This City" Found in School Wide Guide
- Oral and written responses around the "Message" of a poem
- Graphic organizers aligned to objective based skills

New Jersey State Learning Standards

NJSLS Standards: (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

Key Ideas and Details
- RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3: Describe how characters in a story respond to major events and challenges using key details.
- Craft and Structure
- RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- Integration of Knowledge and Ideas
- RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
- Range of Reading and Level of Text Complexity
- RL.2.10: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

- SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[Career Readiness, Life Literacies, and Key Skills (CLKS](#)): (Use Font: Times, Size:12, Not Bold) (List standards, all K-12 curricula)
- 9.1 Financial Literacies
  - 9.1.2.CR.1
  - 9.1.2.FP.3
  - 9.1.2.PB.2
- 9.2 Career Awareness, Exploration, Preparation, and Training
  - 9.1.2.CAP.1
  - 9.1.2.CAP.2
- 9.4 Life Literacies and Key Skills
  - Act as a responsible and contributing community member and employee.
  - Attend to financial well-being.
  - Consider the environmental, social and economic impacts of decisions.
  - Demonstrate creativity and innovation.
  - Utilize critical thinking to make sense of problems and persevere in solving them.
  - Model integrity, ethical leadership and effective management.
  - Plan education and career paths aligned to personal goals.
  - Use technology to enhance productivity, increase collaboration, and communicate effectively.
  - Work productively in teams while using cultural/global competence.

Primary Interdisciplinary Connections:
- Students research poems related to Science and Social Studies topics. Create a bulletin board or class book of the different poems.W.2.7, 8.1.2.D.1
- Have students gather poems from the mentor texts or anthologies from the class or school library. Have them read the poems independently and then practice a poem of their choice to share with the class. Students will write an opinion piece relating to the poem.W.2.1

Computer Science and Design Thinking Standards:
- 8.1 Computer Science
  - 8.1.2.CS.1
  - 8.1.2.AP.4
  - 8.2 Design Thinking
  - 8.2.2.ED.1
  - 8.2.2.ETW.1
  - 8.2.2.ETW.4

Climate Change Standards:

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

ELA Companion Standards: (Use Font: Times, Size:12, Not Bold)

LANGUAGE STANDARDS

Conventions

- L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Effective Language Use
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vocabulary Acquisition and Usage
- L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WRITING STANDARDS

Research to Build and Present Knowledge

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

Lesson Plans	
Teaching Points & Learning Activities *(Note: IRA=Interactive Read-Aloud & ML=Mini-Lesson)*	***Timeframe***
IRA 1 What Do You See? • I can learn about the poetry's features **IRA 2** I Can Read Poetry • I can understand that reading poetry is different from reading a book.	June

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IRA 3 Using Our Minds to Read and Understand ● I can use words in a poem to create pictures in my mind. **IRA 4** Why They Write ● I can figure out what the poet is trying to say and discover the inspiration behind it. **IRA 5** Is That What You Mean? ● I can make connections with various poems to help figure out their meaning. **IRA 7** Getting Closer ● I can understand that when a poet's meaning is not clear, I need to stop reading and try various strategies (e.g., reread, make a connection, look at illustrations). **IRA 8** A Pair of Poems ● I can read and compare poems. **ML 1** Rhyme Time ● I can determine the rhyme scheme of poems to help me figure out words I don't know. **ML 3** What I Know and See ● I can use schema and the content of a poem to help them make a good guess or get a sense about unfamiliar words. **ML 4** I Can Feel It! ● I can use clues to recognize the feelings inside a poem by looking at various literary devices and formatting techniques.	

ML 5
I Got Rhythm
- ● I can determine how words and phrases create rhythm that brings meaning to a poem.

ML 6
Read It All
- ● I can read across several stanzas of a poem to determine the central idea or message that the poet is presenting to the readers.

ML 7
I Can See It
- ● I can sketch the images created by the descriptions in a poem.

ML 8
What a Collection!
- ● I can examine how reading several poems connected by a theme can help with understanding individual poems within a collection.

ML 10
How Do I Feel?
- ● I can react to a poem using drawings, movements, and/or performances by thinking about how the poem makes me feel.

Teacher Resources & Student Tools	*Teacher Note*
● Google Classroom ● Google Slides, ● Seesaw ● BrainPOP ● Book Creator ● Kahoot ● Kami ● Freckle ● Raz Kids ● Scholastic Magazines ● Epic Reading ● Pebble Go	Incorporate poetry into reading, writing, and OG throughout the month of June

● Select a poem from the mentor texts or other anthologies.	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Dictation for written response activities
- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule
- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.

- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
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- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy Handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Differentiated reading levels of texts
- Additional projects or PBL activities
- Increase the number and complexity during independent work time
- Differentiate reading levels of texts
- Offer students additional texts with higher lexile levels.

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced   English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Provide extended time
- Provide language feedback often (such as grammar, tenses, subject-verb agreement, etc).
- Have students repeat directions
- Create visuals to accompany skills and directions
- Create anchor charts or slides with visuals
- Increase one-on-one conferencing
- Provide sentence starters and word-banks