

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade Two
English Language Arts

Grade Two ELA Curriculum

The Grade Two ELA curriculum aligns with NJSLS and aims to create a strong foundation for learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help second grade students continue to grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading Foundational Skills:

- **Phonological Awareness:** Develop phonemic awareness, recognizing and manipulating sounds in spoken words.
- **Print Concepts:** Understand the conventions of print, including letter-sound relationships, directionality, and spacing between words.

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLs while considering the developmental needs and diverse learning styles of students.

Grade Two ELA Unit	Length
Unit 1: Reading and Writing Adventures: Exploring Texts and Crafting Stories	9 weeks
Unit 2: Understanding Texts: Exploring Details, Characters, and Writing Techniques	9 weeks
Unit 3: Exploring Texts and Language: Understanding, Writing, and Communicating	9 weeks
Unit 4: Exploring Characters and Text Features: From Analysis to Application	9 weeks

	Total	36 weeks
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Unit 1: Reading and Writing Adventures: Exploring Texts and Crafting Stories

Unit Goal: In this unit, second graders will develop key reading and writing skills to enhance comprehension and communication. Students will learn to ask and answer questions about texts to better grasp and retain details and meaning. They will analyze how characters' responses to events reveal their development and influence the plot, and understand how the structure of a text—beginning, middle, and end—helps in following the narrative. They will also explore how text features and illustrations aid in locating critical information and enhancing comprehension. Phonics and word analysis will be emphasized to improve decoding and fluent reading. Writing conventions, such as spelling, grammar, and punctuation, will be practiced to enhance written clarity. Students will create effective narratives with clear sequences and descriptive language, engage in collaborative conversations, and apply strategies to determine word meanings, thus improving their overall communication and understanding.

Duration: 9 weeks

Essential Questions:

- How do readers use questions to understand key details in both literary and informational texts?
- In what ways do characters' responses to events and challenges reveal important aspects of a story?
- How does the structure of a text help readers understand its overall meaning and flow?
- How do different text features contribute to understanding informational texts?
- What role do illustrations and images play in enhancing the comprehension of a text?
- How do readers apply phonics and word analysis skills to decode and understand words?
- How can writers use conventions of writing to improve clarity and effectiveness in their texts?
- In what ways can narratives be structured to engage the reader and convey experiences effectively?
- How do students engage in productive conversations and use language conventions to communicate clearly?
- What strategies can be used to determine the meanings of unknown or multiple-meaning words?

Enduring Understandings:

- Asking and answering questions about a text helps readers grasp and retain key details and overall meaning.
- Characters' responses to major events and challenges can reveal significant aspects of their development and the story's plot.
- The structure of a text, including its beginning, middle, and end, helps readers follow the narrative and understand how parts of the text build upon one another.
- Various text features in informational texts provide critical information and aid in locating key facts or details.

- Illustrations and images support and clarify text content, enhancing comprehension of characters, settings, and plots.
- Applying phonics and word analysis skills helps readers decode and understand words, facilitating fluent reading.
- Mastery of writing conventions, including spelling, grammar, and punctuation, improves the clarity and effectiveness of written communication.
- Effective narratives are structured with clear sequences of events, descriptive language, and appropriate conclusions to engage readers and convey experiences.
- Engaging in collaborative conversations and using language conventions allows for clear and effective communication.
- Understanding and using strategies to determine word meanings enhances comprehension and vocabulary acquisition.

NJSLS:

Reading

RL.CR.2.1._Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1._Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

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

RL.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6._Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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

L.RF.2.3.B Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

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

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1. A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2. A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

v. Contractions (we'll; I'm; they've; don't).

vi. Homophones (bear, bare; past, passed).

vii. Plurals and possessives (its, it's).

L.WF.2.2. B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2. C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

L.WF.2.2. D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3. B. Capitalize holidays, product names and geographic names.

L.WF.2.3. C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3. F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3.A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

W.NW.2.3.B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.NW.2.3.C. Use transitional words to manage the sequence of events.

W.NW.2.3.D. Use concrete words and phrases and sensory details to convey experience and events.

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- W.WP.2.4.A. Identify audience and purpose before writing.
- W.WP.2.4.B. Participate in self-evaluation of written work.
- W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening

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

SL.PE.2.1.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).

SL.PE.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.PE.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

Language

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

L.2.1.A. Use collective nouns (e.g., group).

L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).

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

L.2.2.A. Capitalize holidays, product names, and geographic names. L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1. B. Compare formal and informal uses of English.

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

L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VL.2.2. 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.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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).

Companion Learning Standards

9.2 Career Awareness

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

9.4 Life Literacies and Key Skills

9.4.2.CI.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).

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.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

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

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

Reading Skills	Activities/Resources
Text Type: Literary Informational	
• Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions • Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end)	Creating Questions about Important Ideas Directions: 1. Read a short story or informational text. 2. After reading, have students create five questions using who, what, where, when, why, and/or how about the main idea or important details of the text. For example, after reading a story about a cat who learns to climb trees, students might ask, "How did the cat learn to climb the tree?" Materials: 1. Short stories or informational texts (printed or digital) 2. Question creation worksheet (optional for guided practice) Creating Questions about Important Ideas

- Describe how the parts of the story build from beginning to end
- Determine the text's main purpose according to what the author wants the reader to know
- Utilize information from illustrations, pictures and words from print or digital text
- Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
- Utilize information from illustrations, diagrams or images from informational text.
- Explain how illustrations, diagrams or images clarify the text
- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
- Utilize strategies for decoding two-syllable words in texts
- Utilize strategies for decoding irregularly-spelled words in texts
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when

Directions:

1. Use a graphic organizer with columns for each question word (who, what, where, when, why, how).
2. Students fill in each column with questions related to a text they've read.

Materials:

1. Graphic organizers with columns for who, what, where, when, why, and how (printed copies or digital templates)
2. Pens or pencils

Responding to Questions

Directions:

1. Conduct a Q&A session where students respond to questions about a text they've read.
2. Focus on responses that demonstrate understanding of key details.

Materials:

1. Texts for reading (printed or digital)
2. Q&A session guide or question prompts
3. Whiteboard and markers (optional, for recording student responses)

Responding to Questions

Directions:

1. Use sentence starters like "I think..." or "According to the text..." to help students structure their answers. For example, "According to the text, why did the character feel sad?"

Materials:

1. Sentence starter cards or slips (printed)
2. Texts for reference
3. Pens or pencils

Utilizing Textual Evidence

Directions:

1. Have students underline or highlight sentences in a text that support their answers to questions about the text.

Materials:

1. Texts for reading (printed or digital)

necessary

2. Highlighters or colored pens

Utilizing Textual Evidence

Directions:

1. Create a “Textual Evidence Poster” where students draw a picture or write a sentence from the text that supports their answers to questions asked.

Materials:

1. Poster paper or large paper for drawing
2. Markers, crayons, or colored pencils
3. Texts for reference

Examining and Describing Story Structure

Directions:

1. After reading a story, use a story map to identify and label the beginning, middle, and end of the story.
2. Discuss how each part builds on the previous one.

Materials:

1. Story maps (printed or digital templates)
2. Texts for reading (printed or digital)
3. Pens or pencils

Examining and Describing Story Structure

Directions:

1. Provide students with story structure outlines and have them fill in the introduction and conclusion for a new story they write.

Materials:

1. Story structure outlines (printed or digital templates)
2. Texts for writing
3. Pens or pencils

Determining the Text’s Main Purpose

Directions:

1. Read different types of texts (e.g., a recipe, a story, an informational article).
2. Have students identify and discuss the main purpose of each text.

Materials:

1. Various texts (e.g., recipes, stories, informational articles)
2. Main purpose discussion chart (printed or digital)

Determining the Text's Main Purpose

Directions:

1. Create a chart with different text types.
2. Students match texts with their main purposes, such as “to inform,” “to entertain,” or “to describe.”

Materials

1. Chart paper or large paper for creating charts
2. Markers or pens
3. Examples of different text types

Utilizing and Explaining Information from Illustrations

Directions:

1. Use a picture book or informational text with illustrations.
2. Have students discuss how illustrations help them understand the text.
3. Ask questions like, “What does this illustration tell us about the setting?”

Materials:

1. Picture books or informational texts with illustrations
2. Discussion prompts or question cards

Utilizing and Explaining Information from Illustrations

Directions:

1. Provide students with a text and corresponding images.
2. Students explain how the images enhance their understanding of characters, setting, or plot.

Materials:

1. Texts with corresponding images (printed or digital)
2. Paper for writing explanations
3. Pens or pencils

Demonstrating Good Reading Habits

Directions:

1. Have a “Reading Habits Checklist” for students to complete while reading, including steps like “Read with a quiet voice,” “Look at pictures for clues,” and “Reread if you don’t understand.”

Materials:

1. Reading Habits Checklist (printed copies)
2. Texts for reading

Demonstrating Good Reading Habits

Directions:

1. Use a reading log where students record what strategies they used to understand the text better.

Materials:

1. Reading logs (printed or digital templates)
2. Pens or pencils

Reading Proficiency

Directions:

1. Set up reading stations with texts of varying complexity.
2. Students rotate through the stations, reading each text and discussing what they found challenging or easy.

Materials:

1. A selection of texts with varying complexity (printed or digital)
2. Reading station setup materials (tables, chairs, etc.)

Reading Proficiency

Directions:

1. Conduct guided reading sessions where students read texts aloud in small groups, focusing on accuracy, fluency, and expression.
2. Discussion prompts or reflection questions

Materials:

1. Texts for guided reading (printed or digital)
2. Group reading guide (optional)
3. Whiteboard and markers (optional, for feedback)

Decoding Two-Syllable and Irregularly-Spelled Words

Directions:

1. Provide students with a list of two-syllable words and irregularly spelled words.
2. Have them practice decoding these words using phonics strategies.

Materials:

1. Lists of two-syllable and irregularly spelled words (printed)
2. Phonics strategy guides or worksheets

Decoding Two-Syllable and Irregularly-Spelled Words

Directions:

1. Use word sorts where students categorize words based on their spelling patterns or syllable structure.

Materials:

1. Word sort cards (printed)
2. Sorting mats or paper
3. Pens or pencils

Using Self-Correction Strategies

Directions:

1. During reading time, teach students to recognize when they have made a mistake and model how to correct it.
2. Practice with a “self-correction” activity where students reread sentences and fix errors.

Materials:

1. Sentences for practice (printed or digital)
2. Self-correction guide or checklist
3. Pens or pencils

Using Self-Correction Strategies

Directions:

1. Create a “Rereading Challenge” where students practice rereading passages to ensure they understand and correct any errors they find.

Materials:

1. Passages for rereading practice (printed or digital)
2. “Rereading Challenge” worksheet or log
3. Pens or pencils

Writing Skills	Activities
Writing Focus: Narrative writing Routine writing	
• Include an introduction statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • End with a closing statement • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing • Publish writing both independently and with peers using digital tools • Use keyboarding techniques	Include an Introduction Statement - Introduction Sentence Practice Materials: 1. Paper 2. Pencils 3. Example texts with introductions Directions: 1. Provide students with examples of introductory sentences from various texts. 2. Have students practice writing their own introductory sentences for a given topic or story. 3. Encourage them to include a hook to grab the reader's attention. Describe Order of Events Using Transition Words - Event Sequencing Materials: 1. Paper, pencils, transition word cards (first, next, then, last) Directions: 1. Give students a short story or set of events. 2. Ask them to write a sequence of sentences using transition words to describe the order of events. For example, "First, the cat went outside. 3. Next, it climbed a tree. 4. Then, it saw a bird. 5. Last, it came back inside." Choose Descriptive Words That Match Thinking, Feelings, and Actions - Descriptive Word Hunt Materials: 1. Texts with rich descriptions 2. Paper

3. Pencils

Directions:

1. Have students read a passage with vivid descriptions.
2. Ask them to identify and underline descriptive words.
3. Then, have them write their own sentences using descriptive words to convey emotions or actions.

Incorporate Simple and Compound Sentence Structures - Sentence Building

Materials:

1. Sentence strips
2. Paper
3. Pencils

Directions:

1. Provide students with simple sentences.
Have them rewrite the sentences, combining them into compound sentences using conjunctions like “and” or “but.” For example, “The cat slept. The dog played outside.” could become “The cat slept, and the dog played outside.”

Use Linking Words - Linking Words Exercise

Materials:

1. Paper
2. Pencils
3. Linking word list (because, and, also)

Directions:

1. Provide students with sentences that are missing linking words.
2. Have them fill in the blanks with appropriate linking words from the list. For example, “I wanted to go to the park, ____ it was raining.”

End with a Closing Statement - Conclusion Sentence Practice

Materials:

1. Paper
2. Pencils
3. Example texts with conclusions

Directions:

1. After reading a text with a clear closing statement, ask students to write their own closing sentences for a given topic or story.
2. Emphasize summarizing the main points and providing a final thought.

Revise and Edit with Assistance - Peer Editing

Materials:

1. Writing samples
2. Editing checklist
3. Pencils

Directions:

1. Have students write a draft of a short story or paragraph.
2. Partner them with a peer for editing.
3. Provide an editing checklist to help students focus on word choice, sentence structure, spelling, punctuation, and grammar.

Utilize Conferences, Checklist Sheets, and Peer Editing - Writing Conference

Materials:

1. Writing checklist
2. Writing samples

Directions:

1. Schedule one-on-one writing conferences where students review their writing using a checklist.
2. They also share their work with a peer for feedback, focusing on strengths and areas for improvement.

Reflect on Writing - Writing Reflection Sheet

Materials:

1. Paper
2. Pencils
3. Reflection prompts

Directions:

1. After completing a writing assignment, ask students to fill out a reflection sheet with questions like “What did you like about your writing?” and “What would you change?”
2. This helps them think critically about their work.

Publish Writing Both Independently and with Peers Using Digital Tools - Digital Publishing

Materials:

1. Computers/tablets
2. Publishing software (e.g., Google Docs)

Directions:

1. Have students type up their final drafts using digital tools.
2. They can add images or illustrations and then share their published work with classmates.
3. Guide them through basic keyboarding techniques as needed.

Use Keyboarding Techniques - Typing Practice

Materials:

1. Computers/tablets, typing practice websites or software.

Directions:

1. Provide students with typing practice exercises to improve their keyboarding skills.
2. Focus on proper finger placement and typing speed.
3. Incorporate these exercises into writing activities.

Speaking and Listening Skills

Activities

Task type:

Respond to and interact with peers in small & whole group discussion

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
- Assume various roles in conversations (e.g., participant, leader, and observer)
- Use norms of conversations (e.g., eye contact, taking turns, etc)

Participate in a Variety of Grade-Appropriate, Collaborative Conversations - Group Discussion on a Picture Book

Materials

1. A picture book
2. Discussion prompts

Directions:

1. Read a picture book aloud to the class.
2. Divide students into small groups and give each group a set of

- Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
- Demonstrate careful listening in order to describe or recount what is heard
- Describe key ideas or details from a text or presentation when presented orally
- Articulate ideas (both verbally and in writing) using complete sentences and ideas
- Provide details or clarifications when speaking as requested

discussion prompts related to the book.

3. Have each group discuss the prompts, ensuring everyone has a chance to speak.

Participate in a Variety of Grade-Appropriate, Collaborative Conversations - “Conversation Carousel”

Materials:

1. Conversation cards with topics or questions

Directions:

1. Set up stations around the room with conversation cards.
2. Students rotate through the stations, discussing the topic on each card with their partners.
3. Encourage them to use full sentences and build on each other's remarks.

Assume Various Roles in Conversations - Role-Playing Conversation Scenarios

Materials:

1. Role cards with different roles (e.g., participant, leader, observer)

Directions:

1. Provide students with role cards and assign them a role in a conversation scenario (e.g., planning a class party).
2. Students practice their roles, switching roles after a set time.

Assume Various Roles in Conversations - Conversation Role Play

Materials:

1. Scenario cards
2. Role descriptions

Directions:

1. Create scenarios for conversations (e.g., a meeting to plan a field trip).
2. Assign students roles (e.g., leader, participant) and have them act out the scenario, practicing their assigned roles.

Use Norms of Conversations - Conversation Norms Practice

Materials:

1. Chart of conversation norms (eye contact, taking turns, etc.),

discussion topics

Directions:

1. Review conversation norms with the class.
2. Practice these norms in a structured discussion on a given topic, with students focusing on maintaining eye contact, taking turns speaking, and listening carefully.

Use Norms of Conversations - Conversation Norms Bingo

Materials:

1. Bingo cards with conversation norms (taking turns, eye contact, etc.)

Directions:

1. As students engage in a discussion, they mark off norms on their Bingo cards as they observe them in practice.
2. The goal is to complete a row or column by using all the conversation norms.

Connect Comments to Build on Remarks of Others - “Build-a-Story”

Activity

Materials:

1. Story prompts
2. Paper
3. Pencils

Directions:

1. Start a story with an opening sentence.
2. Each student adds a sentence to the story, making sure to build on the previous sentence.
3. Encourage students to connect their remarks to the ones before.

Connect Comments to Build on Remarks of Others - “Comment Connectors” Game

Materials:

1. Discussion cards with topics or questions

Directions:

1. Students draw a card and make a comment on the topic.
2. The next student must build on the previous comment, connecting their remark to what was said before.

Ask Questions and Further Explanations - “Question Stations”

Materials:

1. Stations with texts or pictures
2. Question cards

Directions:

1. Set up stations with different texts or pictures.
2. Students rotate through the stations, asking and answering questions about the content, using question cards as prompts.

Ask Questions and Further Explanations - “Question and Answer Relay”

Materials:

1. Questions on slips of paper
2. A large sheet of paper for answers

Directions:

1. One student reads a question aloud, and the next student answers it.
2. The group continues in a relay fashion, ensuring that each question is asked and answered, and prompting further explanation as needed.

Demonstrate Careful Listening - “Listening Partners”

Materials:

1. Short stories or passages
2. Recording device (optional)

Directions:

1. Pair students and have one read a passage aloud while the other listens.
2. After listening, the student recounts key ideas or details from the passage, then they switch roles.

Demonstrate Careful Listening - “Listening and Drawing”

Materials:

1. Descriptive passages
2. Paper
3. Crayons

Directions:

1. Read a descriptive passage aloud.
2. Students listen and draw what they imagine based on the description.
3. Afterward, they explain their drawings and how they relate to the

passage.

Describe Key Ideas or Details from a Text or Presentation - “Key Idea Poster”

Materials:

1. Poster paper
2. Markers
3. Texts or presentations

Directions:

1. After listening to a text or presentation, students create a poster highlighting the key ideas or details.
2. They then present their posters to the class, describing the main points.

Describe Key Ideas or Details from a Text or Presentation - Detail Detective”

Materials:

1. Short texts or presentations
2. Detail cards

Directions:

1. Students listen to or read a text and identify key details.
2. They write these details on cards and share them with a partner, who verifies and discusses their choices.

Articulate Ideas Using Complete Sentences - “Sentence Starters”

Materials:

1. Sentence starter cards
2. Discussion topics

Directions:

1. Provide students with sentence starters (e.g., “I think that...”).
2. Students use the starters to express their ideas about a given topic or text in complete sentences.

Articulate Ideas Using Complete Sentences - “Idea Articulation Game”

Materials:

1. Topic cards
2. Whiteboard or chart paper

Directions:

	1. Students draw a topic card and articulate their ideas about it using complete sentences. 2. They write or draw their ideas on the board or paper, and classmates respond with further questions or comments. Provide Details or Clarifications When Speaking - “Detail Expansion” Materials: 1. Sentence cards with basic statements 2. Additional prompts Directions: 1. Students receive sentence cards with basic statements (e.g., “The cat is happy.”). 2. They expand the statements by adding details and clarifications, then share their expanded sentences with the class. Provide Details or Clarifications When Speaking - “Clarification Challenge” Materials: 1. Discussion topics 2. Response cards Directions: 1. Students discuss a topic and practice providing detailed answers. 2. When asked for clarification, they respond with additional information and examples to make their ideas clearer.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking	
• Define and identify collective nouns in sentences	Define and Identify Collective Nouns in Sentences - Collective Noun Match Materials:

- Use collective nouns in student writing pieces
- Identify irregular plural nouns used when reading, writing or speaking
- Classify plural nouns as regular or irregular
- Form and use common irregular plural nouns
- Identify reflexive pronouns when reading, writing or speaking
- Classify pronouns as reflexive
- Accurately use reflexive pronouns when reading, writing or speaking
- Demonstrate command of the conventions of standard English capitalization when writing
- Utilize reference materials and resources to correct one's own spelling
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
- Use context clues to determine or clarify the meaning of unknown and multiple meaning words
- Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Demonstrate understanding of figurative language, word

1. Sentence cards with missing collective nouns
2. Collective noun word cards

Directions:

1. Students match sentence cards with appropriate collective noun cards to complete sentences. For example, "The ____ of birds flew south."

Define and Identify Collective Nouns in Sentences - Collective Noun Sort

Materials:

1. Word cards with collective nouns and other nouns

Directions:

1. Students sort the cards into "Collective Nouns" and "Not Collective Nouns" categories.
2. Discuss each word as a class.

Use Collective Nouns in Student Writing Pieces - Story Writing with Collective Nouns

Materials:

1. Writing paper
2. Collective noun list

Directions:

1. Students write a short story or paragraph using at least three different collective nouns from a provided list.

Use Collective Nouns in Student Writing Pieces - Collective Noun Sentences

Materials:

1. Sentence starters
2. Collective noun list

Directions:

1. Students complete sentence starters using collective nouns. For example, "The pack of ____ went to the park."

Identify Irregular Plural Nouns - Irregular Plural Noun Hunt

Materials:

1. Books or texts
2. Highlighters

relationships, and nuances in word meanings

- Identify the connections of words to real-life experiences
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)
- Make purposeful language choices to communicate in an effective way
- Utilize adjectives and adverbs to describe where necessary

Directions:

1. Students read a selected text and highlight irregular plural nouns they find.

Identify Irregular Plural Nouns - Irregular Plural Noun Match-Up

Materials:

1. Cards with singular nouns and their irregular plural forms

Directions:

1. Students match singular nouns with their irregular plural forms.

Classify Plural Nouns as Regular or Irregular - Noun Classification Chart

Materials:

1. Chart paper
2. Markers

Directions:

1. Create a chart with two columns labeled "Regular Plurals" and "Irregular Plurals."
2. Students sort plural nouns into the correct columns.

Classify Plural Nouns as Regular or Irregular - Noun Sorting Activity

Materials:

1. Plural noun cards
2. Sorting mats

Directions:

1. Students sort plural noun cards into "Regular" or "Irregular" piles.

Form and Use Common Irregular Plural Nouns - Irregular Plural Noun Practice

Materials:

1. Irregular plural noun list
2. Worksheets

Directions:

1. Students fill in missing irregular plural nouns in sentences on worksheets.

Form and Use Common Irregular Plural Nouns - Irregular Plural Noun Story

Materials:

1. Writing paper

Directions:

1. Students write a short story or paragraph incorporating at least five common irregular plural nouns.

Identify Reflexive Pronouns - Reflexive Pronoun Hunt

Materials:

1. Texts or stories
2. Highlighters

Directions:

1. Students read a text and highlight reflexive pronouns (myself, yourself, himself, etc.).

Identify Reflexive Pronouns - Reflexive Pronoun Sorting

Materials:

1. Reflexive pronoun cards
2. Sorting mats

Directions:

1. Students sort reflexive pronouns from other types of pronouns.

Classify Pronouns as Reflexive - Pronoun Classification

Materials:

1. Pronoun cards
2. Classification chart

Directions:

1. Students classify pronouns from a set into "Reflexive" and "Non-Reflexive" categories.

Classify Pronouns as Reflexive - Reflexive Pronoun Sentences

Materials:

1. Sentence strips
2. Reflexive pronoun list

Directions:

1. Students create sentences using reflexive pronouns and then classify the pronouns in their sentences.

Accurately Use Reflexive Pronouns - Reflexive Pronoun Practice

Materials:

1. Worksheets with sentences missing reflexive pronouns

Directions:

1. Students fill in the blanks with the correct reflexive pronouns.

Accurately Use Reflexive Pronouns - Reflexive Pronoun Dialogue

Materials:

1. Dialogue prompts

Directions:

1. Students practice reading or writing dialogues using reflexive pronouns.

Demonstrate Command of the Conventions of Standard English Capitalization - Capitalization Corrections

Materials:

1. Worksheets with sentences missing capitalization

Directions:

1. Students correct the capitalization errors in sentences.

Demonstrate Command of the Conventions of Standard English Capitalization - Capitalization Scavenger Hunt

Materials:

1. Books or texts
2. Highlighters

Directions:

1. Students find and highlight proper nouns and the beginning of sentences in a text.

Utilize Reference Materials and Resources to Correct Spelling - Spelling Word Search

Materials:

1. Spelling dictionaries or apps

Directions:

1. Students use dictionaries or spelling apps to find and correct misspelled words in a given text.

Utilize Reference Materials and Resources to Correct Spelling - Spelling Corrections Game

Materials:

1. Texts with spelling errors
2. Reference materials

Directions:

Students identify and correct spelling errors in a provided text using reference materials.

Compare Writing Styles and Effects of Language - Genre Comparison Chart

Materials:

1. Text samples from various genres
2. Chart paper

Directions:

1. Students read text samples and create a chart comparing the writing styles and effects of language in different genres.

Compare Writing Styles and Effects of Language - Author Style Analysis

Materials:

1. Texts by different authors

Directions:

1. Students analyze and compare the writing styles of different authors and discuss how these styles affect the reader.

Use Context Clues to Determine or Clarify the Meaning of Unknown Words - Context Clues Sentences

Materials:

1. Sentences with unknown words
2. Context clue prompts

Directions:

1. Students use context clues to infer the meaning of unknown words in sentences.

Use Context Clues to Determine or Clarify the Meaning of Unknown Words - Context Clues Matching

Materials:

1. Word cards with definitions
2. Sentences with missing words

Directions:

1. Students match words with their definitions based on context clues in sentences.

Use Compound Word Analysis to Determine Meaning - Compound Word Break Down

Materials:

1. Compound word cards

Directions:

1. Students break down compound words into their individual parts and discuss their meanings.

Use Compound Word Analysis to Determine Meaning - Compound Word Creation

Materials:

1. Word parts
2. Paper

Directions:

1. Students create compound words from given word parts and write sentences using these words.

Use Reference Materials to Determine Meaning - Dictionary Skills

Materials:

1. Dictionaries or dictionary apps

Directions:

1. Students use dictionaries to look up the meanings of unfamiliar words and write sentences using those words.

Use Reference Materials to Determine Meaning - Word Investigation

Materials:

1. Thesauruses
2. Word cards

Directions:

1. Students use a thesaurus to find synonyms and antonyms for given words.

Demonstrate Understanding of Figurative Language - Figurative Language Matching

Materials:

1. Figurative language cards with examples and definitions

Directions:

1. Students match examples of figurative language (similes, metaphors) with their definitions.

Demonstrate Understanding of Figurative Language - Figurative Language in Text

Materials:

1. Texts with figurative language

Directions:

1. Students identify and explain examples of figurative language found in the text.

Identify Connections of Words to Real-Life Experiences - Word Association Activity

Materials:

1. Word cards
2. Discussion prompts

Directions:

1. Students choose a word card and discuss or write about how the word connects to their real-life experiences.

Identify Connections of Words to Real-Life Experiences - Vocabulary in Context

Materials:

1. Texts
2. Vocabulary lists

Directions:

1. Students find and discuss words in the text that relate to their personal experiences.

Show Understanding of Newly Acquired Vocabulary - Vocabulary Journal

Materials:

1. Journals
2. Vocabulary words

Directions:

1. Students keep a vocabulary journal where they write new words, their meanings, and sentences using the words.

Show Understanding of Newly Acquired Vocabulary - Vocabulary Review Game

Materials:

1. Vocabulary cards
2. Game board

Directions:

1. Play a game where students use newly learned vocabulary in sentences or definitions to earn points.

Make Purposeful Language Choices to Communicate Effectively - Language Choice Practice

Materials:

1. Sentence prompts
2. Writing paper

Directions:

1. Students complete sentence prompts, focusing on making purposeful language choices to convey their intended meaning clearly.

Make Purposeful Language Choices to Communicate Effectively - Effective Communication Role-Play

Materials:

1. Role-play scenarios

Directions:

1. Students role-play different scenarios and focus on using appropriate language to communicate effectively.

Utilize Adjectives and Adverbs to Describe - Adjective and Adverb Scavenger Hunt

Materials:

1. Texts
2. Highlighters

Directions:

1. Students highlight adjectives and adverbs in a text and discuss their effect on descriptions.

Utilize Adjectives and Adverbs to Describe - Descriptive Writing

Materials:

1. Writing paper, adjective and adverb lists

Directions:

1. Students write a descriptive paragraph about a topic, using adjectives and adverbs to enhance their descriptions.

Assessments

Formative Assessments

- **Reading Comprehension Checks:** Short quizzes or oral questions to assess understanding of text details and character development.
- **Text Structure Activities:** Worksheets where students identify and label the beginning, middle, and end of a story.
- **Text Features Exploration:** Activities where students locate and explain different text features in informational texts.
- **Illustration Analysis:** Guided discussions and exercises on how illustrations support text content.
- **Phonics Practice:** Decoding activities and word analysis exercises to assess phonics skills.
- **Writing Conventions Practice:** Exercises focusing on spelling, grammar, and punctuation.
- **Narrative Writing Prompts:** Drafting short narratives to practice clear sequencing and descriptive language.
- **Collaborative Conversations:** Observations and feedback on student participation and communication in group discussions.

Summative Assessments

- **Reading Comprehension Test:** A comprehensive assessment that includes questions on key details, character analysis, and text structure.
- **Text Features and Illustration Assessment:** A test where students identify and explain text features and how illustrations support the text.
- **Phonics and Word Analysis Test:** An assessment on decoding skills and application of phonics rules.
- **Writing Assignment:** A narrative writing task where students demonstrate their ability to structure a narrative with clear sequences, descriptive language, and appropriate conclusions.
- **Grammar and Conventions Test:** An assessment focusing on spelling, grammar, and punctuation in writing.

- **Oral Presentation:** Students present their narratives or explanations, demonstrating effective communication and language use.

Resources

Mentor Texts

- *The Three Little Pigs* by James Halliwell-Phillipps – For question creation and text analysis
- *The Very Busy Spider* by Eric Carle – For question creation and text analysis
- *Owl Moon* by Jane Yolen – For utilizing and explaining illustrations
- *If You Give a Mouse a Cookie* by Laura Numeroff – For utilizing and explaining illustrations
- *Frog and Toad Are Friends* by Arnold Lobel – For reading proficiency and decoding strategies
- *Elephant and Piggie* series by Mo Willems – For reading proficiency and decoding strategies
- *The Cat in the Hat* by Dr. Seuss – For exploring introduction statements and descriptive words
- *Where the Wild Things Are* by Maurice Sendak – For understanding story structure and transition words
- *Charlotte's Web* by E.B. White – For descriptive language and compound sentences
- *The Very Hungry Caterpillar* by Eric Carle – For sequence of events and illustrations enhancing understanding
- *The Paper Bag Princess* by Robert Munsch – For engaging narrative elements and closing statements
- *The Bear Books* by Karma Wilson and Jane Chapman – For rich discussions and role-playing
- *Amari and the Night Brothers* by B.B. Alston – For identifying key ideas and details
- *The True Story of the Three Little Pigs* by Jon Scieszka – For understanding story structure and detail explanation
- *The Dot* by Peter H. Reynolds – For exploring descriptive language and sentence structure

Websites

- <http://readingandwritingproject.org/>
- www.jenniferserravallo.com/blog
- <http://www.wegivebooks.org/books>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_reading
- <http://www.sightwords.com/>
- FCCR
- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- <http://readingandwritingproject.org/>
- <http://www.schrockguide.net/>
- <http://twowritingteachers.wordpress.com>
- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_writing
- <http://readingandwritingproject.org/>
- www.lindahoyt.com/tips.html
- <http://readingandwritingproject.org/>

- *The Berenstain Bears* series by Stan and Jan Berenstain –
For identifying and using collective nouns

- www.lindahoyt.com/tips.html
- <http://www.seymoursimon.com/index.php/blog/>
- <http://readingandwritingproject.org/>
- www.jenniferserravallo.com/blog
- <http://www.wegivebooks.org/books>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_reading
- <http://www.sightwords.com/>
- www.lindahoyt.com/tips.html
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- <http://www.lesterlaminack.com/blog.htm>
- www.seymoursimon.com/index.php/blog
- <https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684>
- <http://readingandwritingproject.org/>
- <http://www.schrockguide.net/>
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- <http://kylenebeers.com/blog/feed>
- www.lindahoyt.com/tips.html
- www.seymoursimon.com/index.php/blog

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

-Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts
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Unit 2: Understanding Texts: Exploring Details, Characters, and Writing Techniques

Unit Goal: Students will develop a comprehensive understanding of how to analyze and interpret both literary and informational texts. They will learn to extract and articulate key details, understand text structures, use illustrations to enhance comprehension, and apply phonics and spelling rules to support reading and writing. Through this unit, students will build their skills in asking and answering questions about texts, describing characters and events, utilizing text features, and using multimedia in presentations. They will also strengthen their writing abilities, including crafting informative texts, revising work, and using digital tools.
Duration: 9 weeks
Essential Questions: • How do asking and answering questions about a text help us understand its key details? • What strategies can we use to identify the structure and features of different types of texts? • How do illustrations and visual elements in texts aid our comprehension of characters, settings, and information? • In what ways can phonics and word analysis strategies assist us in reading accurately and fluently? • What are the key conventions of writing, and how do we apply them to create clear and effective texts? • How can we use multimedia and visual aids to improve our storytelling and presentations?
Enduring Understandings: • Students will understand that asking and answering questions about key details in texts helps to deepen comprehension and clarify understanding. This process involves referring explicitly to the text for accurate information.

- Students will grasp that both literary and informational texts have specific structures and features that support their content. Literary texts often include a narrative structure with characters and events, while informational texts use various text features to present and organize information.
- Students will recognize that illustrations and other visual elements in texts contribute significantly to understanding characters, settings, plots, and informational content.
- Students will comprehend that knowing phonics rules and word analysis strategies helps in decoding words, which supports accurate and fluent reading. This includes understanding long vowels, prefixes, suffixes, and irregular spelling patterns.
- Students will understand that effective writing involves clear organization, legible handwriting, correct spelling, and the use of conventions. Revising and editing are important steps in producing clear and accurate written work.
- Students will appreciate that using multimedia, such as drawings and visual displays, enhances the clarity and effectiveness of their spoken and written presentations.

NJSLS:

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

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

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RL.2.10

Read and comprehend literature, including stories and poetry, text complexity, with

RI.2.10. Read and comprehend informational texts, text complexity and proficiently, with scaffolding as needed.

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

L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

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

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1. A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2. A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

v. Contractions (we'll; I'm; they've; don't).

vi. Homophones (bear, bare; past, passed).

vii. Plurals and possessives (its, it's).

L.WF.2.2. B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2. C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

L.WF.2.2. D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3. B. Capitalize holidays, product names and geographic names.

L.WF.2.3. C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3. F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

W.IW.2.2.A. Introduce a topic clearly.

W.IW.2.2.B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.C. Provide a conclusion.

W.WP.2.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening

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

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

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Language

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

L.2.1.A. Use collective nouns (e.g., group).

L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

L.2.2.A. Capitalize holidays, product names, and geographic names. L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1. B. Compare formal and informal uses of English.

L.VL.2.2. 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.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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).

Companion Learning Standards

9.2 Career Awareness

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

9.4 Life Literacies and Key Skills

9.4.2.CI.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).

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.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

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

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

Reading Skills	Activities
Text Type: Literary Informational	
• Utilize textual evidence to support thinking when asking and answering general questions • Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Identify the characters in the story	Utilize Textual Evidence to Support Thinking - Evidence Hunt Materials: 1. A short story or passage 2. Highlighters Directions: 1. Read the passage together. 2. Discuss a general question about the text (e.g., “What is the main

- Identify key details in the story
- Consider how characters are involved in a story
- Analyze their reactions to story events
- Identify how the characters solve a problem or challenges
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Identify text details, events, or ideas that are chronological or sequential
- Retell chronological or sequential text details in the appropriate order
- Compare and contrast ideas from the text
- Analyze how words and phrases provide meaning to a poem, story, or song
- Identify the parts of the poem that rhyme
- Identify the parts of the poem that show the beat
- Determine which part shows alliteration
- Define words and phrases specific to grade 2
- Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends
- Describe the parts of a story (beginning and end)
- Describe how the parts of the story build from beginning to end

idea?”).

3. Highlight sentences or phrases in the text that support the answer.
4. Share and explain the evidence found.

Create Questions About an Important Idea - Question Maker

Materials:

1. A short story or passage
2. Question cards (who, what, where, when, why, how)

Directions:

1. Read a selected passage.
2. Choose a card and create a question related to the main idea of the passage.
3. Answer the question using evidence from the text.
4. Share your question and answer with a partner.

Identify the Characters in the Story - Character Chart

Materials:

1. A story
2. Character chart template

Directions:

1. Read the story.
2. Fill out the character chart with names and a few details about each character.
3. Discuss how each character contributes to the story.

Identify Key Details in the Story - Detail Detective

Materials:

1. A story
2. Paper
3. Pencils

Directions:

1. Read the story.
2. List key details about the plot, characters, and setting on paper.
3. Share details with a partner and discuss their importance.

Consider How Characters are Involved in a Story - Character Role

- Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information
- Identify which text features helps clarify important information about what is being read
- Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
- Determine the text's main purpose according to what the author wants the reader to know
- Utilize information from illustrations, pictures and words from print or digital text
- Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
- Utilize information from illustrations, diagrams or images from informational text.
- Explain how illustrations, diagrams or images clarify the text
- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding two-syllable words in texts
- Utilize strategies for decoding irregularly spelling-sound

Play

Materials:

1. A story
2. Costume props or character cards

Directions:

1. Read the story.
2. Choose a character and act out a scene where the character plays a significant role.
3. Discuss how the character's actions impact the story.

Analyze Their Reactions to Story Events - Reaction Journal

Materials:

1. A story
2. Journals
3. Pens

Directions:

1. Read a story together.
2. Write in journals about how different characters reacted to key events in the story.
3. Share reactions and discuss similarities and differences.

Identify How Characters Solve Problems - Problem Solver

Materials:

1. A story
2. Problem-solving graphic organizer

Directions:

1. Read the story and identify a problem faced by the characters.
2. Fill out the graphic organizer detailing how the characters solved the problem.
3. Discuss solutions and their effectiveness.

Identify How Different Events Link Together - Event Timeline

Materials:

1. A story
2. Timeline template

Directions:

correspondence words in texts

- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

1. Read the story and identify significant events.
2. Place the events in chronological order on the timeline.
3. Discuss how the events are connected and their significance to the story.

Retell Chronological Text Details - Retell Relay

Materials:

1. A story
2. Paper
3. Pencils

Directions:

1. Read the story.
2. Work in groups to retell the events in the order they happened.
3. Share retellings with the class and discuss accuracy.

Compare and Contrast Ideas from the Text - Compare and Contrast Chart

Materials:

1. Two stories or passages
2. Comparison chart

Directions:

1. Read two different texts.
2. Use the chart to compare and contrast main ideas, characters, and settings.
3. Share findings and discuss similarities and differences.

Analyze How Words and Phrases Provide Meaning - Word and Phrase Explorer

Materials:

1. A poem or story
2. Word analysis worksheet

Directions:

1. Read the poem or story.
2. Highlight words and phrases that provide meaning or create imagery.
3. Discuss how these words and phrases contribute to the overall meaning.

Identify Rhyme in a Poem - Rhyme Finder

Materials:

1. A poem
2. Rhyming word list

Directions:

1. Read the poem aloud.
2. Circle words that rhyme.
3. Match rhyming words and discuss their effect on the poem.

Identify the Beat in a Poem - Beat Detective

Materials:

1. A poem
2. Clapping guide

Directions:

1. Read the poem.
2. Clap along with the rhythm or beat of the poem.
3. Discuss how the beat contributes to the poem's overall feel.

Determine Alliteration in a Poem - Alliteration Hunt

Materials:

1. A poem
2. Alliteration chart

Directions:

1. Read the poem and highlight words with the same beginning sounds.
2. Create a list of alliteration examples.
3. Discuss how alliteration affects the poem.

Define Words and Phrases - Vocabulary Detective

Materials:

1. A text with challenging words
2. Dictionaries

Directions:

1. Identify new or challenging words in the text.
2. Use dictionaries to define these words.
3. Use the words in sentences and share with the class.

Examine the Story's Structure - Story Map

Materials:

1. A story
2. Story map template

Directions:

1. Read the story.
2. Fill out the story map, noting the beginning, middle, and end.
3. Discuss how each part of the story builds on the previous section.

Identify Text Features - Feature Scavenger Hunt

Materials:

1. An informational text
2. Feature checklist

Directions:

1. Examine the text for features like captions, glossaries, subheadings, etc.
2. Check off each feature on the list.
3. Discuss how each feature helps to understand the text better.

Determine the Text's Main Purpose - Purpose Detective

Materials:

1. An informational text
2. Purpose chart

Directions:

1. Read the text and discuss the author's main purpose.
2. Fill out the purpose chart with what the author seeks to explore, answer, explain, or describe.
3. Share findings with a partner.

Utilize Information from Illustrations - Illustration Insights

Materials:

1. A text with illustrations
2. Drawing paper

Directions:

1. Read the text and study the illustrations.

2. Draw your own picture based on the illustrations and text.
3. Explain how the illustrations helped you understand the story better.

Demonstrate Good Reading Habits - Reading Routine Checklist

Materials:

1. A checklist of reading habits

Directions:

1. Read a selected text.
2. Use the checklist to assess and practice good reading habits (e.g., reading with purpose, making predictions, etc.).
3. Discuss which habits were used and their effects on comprehension.

Read Various Types of Texts - Genre Exploration

Materials:

1. A selection of different texts (stories, poems, informational texts)

Directions:

1. Choose and read different types of texts.
2. Discuss the characteristics of each genre.
3. Reflect on which types of texts you enjoyed the most and why.

Identify Vowel Combinations - Vowel Combo Hunt

Materials:

1. Texts with vowel combinations
2. Vowel chart

Directions:

1. Read the text and find words with vowel combinations.
2. Highlight or underline the vowel combinations.
3. Discuss how these combinations affect pronunciation.

Pronounce and Spell Words with Vowel Teams - Vowel Team Practice

Materials:

1. A list of words with vowel teams
2. Spelling and pronunciation guide

Directions:

1. Practice pronouncing and spelling words with vowel teams.
2. Write each word and use it in a sentence.

3. Share your sentences and correct any mistakes.

Utilize Strategies for Decoding Two-Syllable Words - Syllable Split
Materials:

1. Two-syllable words list
2. Decoding strategies chart

Directions:

1. Read and split two-syllable words into syllables.
2. Use decoding strategies to pronounce and understand each word.
3. Practice reading the words in sentences.

Utilize Strategies for Decoding Irregular Words - Irregular Word Challenge
Materials:

1. List of irregularly spelled words
2. Decoding guide

Directions:

1. Practice decoding irregularly spelled words using strategies.
2. Write the words and create sentences with them.
3. Share sentences with the class and discuss pronunciation.

Understand and Read Grade-Level Text - Fluency Practice
Materials:

1. Grade-level texts
2. Fluency checklist

Directions:

1. Read a grade-level text aloud.
2. Use the checklist to assess accuracy, rate, and expression.
3. Reread as necessary to improve fluency.

Read Aloud with Accuracy and Expression - Expression Practice
Materials:

1. A short story or passage
2. Expression guide

Directions:

1. Read a passage aloud, focusing on appropriate rate, expression, and

	inflection. - Practice reading with different emotions and tones. - Share your reading with a partner and receive feedback. Use Self-Correction Strategies - Self-Correction Practice Materials: - A short passage with intentional errors - Self-correction checklist Directions: - Read the passage, identifying and correcting errors. - Use the checklist to ensure correct self-correction strategies are applied. - Discuss which strategies were most helpful. Reread Text to Better Understand - Rereading Relay Materials: - A passage - Reading comprehension questions Directions: - Read a passage and answer questions. - Reread
Writing Skills	Activities
Writing Focus: Informative/explanatory writing Shared research writing Routine writing	
- Gather facts, choose best facts to use, and present facts in a clear sequence - Include an introductory statement	Gather Facts, Choose Best Facts, and Present Facts in a Clear Sequence - Fact Organizer Materials: - Fact sheets - Paper

- Describe order of events using transition words (e.g. first, next, then, last)
- Incorporate facts and definitions
- Use linking words (e.g., because, and, also)
- End with a closing statement
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing
- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques
- Understand their role as part of a team and the work they are required to accomplish
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes

3. Markers

Directions:

1. Read and gather facts from provided fact sheets.
2. Choose the most important facts.
3. Organize and present the chosen facts in a clear sequence on paper, using markers to highlight key points.

Include an Introductory Statement - Introduction Builder

Materials:

1. A short prompt or topic
2. Paper
3. Pencils

Directions:

1. Choose a writing prompt or topic.
2. Write an introductory statement that introduces the topic clearly.
3. Share your introduction with a partner for feedback.

Describe Order of Events Using Transition Words - Transition Word Timeline

Materials:

1. A short story or sequence of events
2. Transition word cards (first, next, then, last)
3. Paper

Directions:

1. Read the story or sequence of events.
2. Use transition word cards to organize the events in order.
3. Write a short paragraph describing the events using the transition words.

Incorporate Facts and Definitions - Fact and Definition Paragraph

Materials:

1. A topic related to the facts
2. Fact sheets
3. Paper
4. Pencils

Directions:

1. Select a topic and gather relevant facts and definitions.
2. Write a paragraph that includes both facts and definitions about the topic.
3. Read the paragraph to a peer and discuss the inclusion of facts and definitions.

Use Linking Words - Linking Words in Action

Materials:

1. A list of linking words (because, and, also)
2. A short story or paragraph
3. Paper

Directions:

1. Read the provided story or paragraph.
2. Rewrite the story or paragraph using linking words from the list.
3. Share the revised paragraph with a classmate and discuss how linking words improve the writing.

End with a Closing Statement - Closing Statement Wrap-Up

Materials:

1. A short essay or paragraph
2. Paper
3. Pencils

Directions:

1. Write a short essay or paragraph on a given topic.
2. Include a closing statement that summarizes or wraps up your writing.
3. Review and revise the closing statement to ensure it effectively concludes the piece.

Revise and Edit with Assistance - Revision Stations

Materials:

1. Writing samples
2. Revision checklist
3. Pencils

Directions:

1. Write a draft of a story or paragraph.
2. Visit revision stations where peers or teachers provide feedback using

a checklist for word choice, sentence structure, spelling, punctuation, and grammar.

3. Revise the draft based on the feedback.

Utilize Conferences, Checklist Sheets, and Peer Editing -Peer Editing Conference

Materials:

1. Writing draft
2. Peer editing checklist
3. Paper
4. Pencils

Directions:

1. Exchange writing drafts with a classmate.
2. Use the peer editing checklist to provide feedback on each other's work.
3. Discuss the feedback and make necessary revisions.

Reflect on Writing - Writing Reflection Journal

Materials:

1. Writing draft
2. Reflection journal template

Directions:

1. After completing a writing piece, fill out the reflection journal, noting what went well and what could be improved.
2. Share reflections with a partner and discuss strategies for improvement.

Publish Writing Both Independently and with Peers Using Digital Tools - Digital Publishing

Materials:

1. Computer or tablet
2. Digital publishing tool (e.g., Google Docs, Storybird)

Directions:

1. Create and revise a final draft of your writing piece.
2. Use a digital tool to publish your work.
3. Share the published piece with peers and discuss the digital publishing

	experience. Use Keyboarding Techniques - Typing Practice Materials: 1. Typing software or online typing games Directions: 1. Practice typing skills using software or games. 2. Type a short writing piece, focusing on accuracy and speed. 3. Review and revise the typed piece for errors. Understand Their Role as Part of a Team - Team Writing Project Materials: 1. Project guidelines 2. Paper 3. Pencils Directions: 1. Work in groups to complete a writing project, such as creating a group story or report. 2. Assign roles (e.g., writer, editor, researcher) and collaborate to complete the project. 3. Discuss each member's role and contributions to the final piece. Read Information Provided by Teacher and Take Notes - Note-Taking Practice Materials: 1. Information sheets 2. Paper 3. Pencils Directions: 1. Read the information provided by the teacher. 2. Take notes on key points and details. 3. Use the notes to write a summary or answer related questions.
Speaking and Listening Skills	Activities

Task type:
Respond to and interact with peers in small & whole group discussion

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
- Assume various roles in conversations (e.g., participant, leader, and observer)
- Use norms of conversations (e.g., eye contact, taking turns, etc)
- Connect comments to build on remarks of others
- Ask questions and further explanations about topics and/or texts
- Demonstrate storytelling techniques
- Report relevant facts and details about experience
- Provide clear thoughts and emotion
- Utilize digital media to enhance ideas for meaning
- Create visuals that emphasize chosen facts or details
- Articulate ideas (both verbally and in writing) using complete sentences and ideas
- Provide details or clarifications when speaking as requested

Collaborative Conversations - Group Storytelling

Materials:

1. Large sheet of paper or whiteboard
2. Markers

Directions:

1. In small groups, students take turns adding sentences to create a collaborative story.
2. Encourage them to build on each other's ideas and use conversation norms such as taking turns and making eye contact.
3. After the story is complete, groups share their story with the class.

Assuming Roles in Conversations - Role-Playing Scenarios

Materials:

1. Scenario cards (e.g., "You are a tour guide showing visitors around your school")

Directions:

1. Students draw a card and assume the role described.
2. They practice speaking as if they are in that role, such as being a leader, participant, or observer.
3. Rotate roles to give each student a chance to practice different positions.

Using Conversation Norms - Conversation Norms Role-Play

Materials:

1. Conversation Norms Chart (includes eye contact, taking turns, etc.)

Directions:

1. Students role-play different conversation scenarios (e.g., group discussions, one-on-one conversations) while practicing conversation norms.
2. The class can discuss what went well and what could be improved after each role-play.

Connecting Comments - Comment Building Game

Materials:

1. Conversation starter cards

Directions:

1. Each student picks a card with a conversation starter (e.g., "Tell us about your favorite book").
2. They must respond and then connect their comment to a peer's previous comment.
3. This encourages building on others' ideas.

Asking Questions and Seeking Explanations - Question Chain

Materials:

1. None required

Directions:

1. Start with a question related to a story or topic.
2. Students take turns asking follow-up questions to get more details or clarifications.
3. This activity can be done in a circle to keep the flow of conversation.

Demonstrating Storytelling Techniques - Storytelling with Props

Materials:

1. A variety of props (e.g., hats, toys, etc.)

Directions:

1. Students choose a prop and create a short story using it.
2. They should use storytelling techniques such as engaging openings, vivid details, and clear endings.
3. Students then share their stories with the class.

Reporting Relevant Facts - Fact Report

Materials:

1. Fact cards (e.g., about animals, historical events)

Directions:

1. Students select a fact card and prepare a short report about the facts on the card.
2. They present their facts to the class, making sure to include relevant details and speaking clearly.

Providing Clear Thoughts and Emotions - Emotion Charades

Materials:

1. Emotion cards (e.g., happy, sad, excited)

Directions:

1. Students draw an emotion card and act out the emotion without speaking.
2. The rest of the class guesses the emotion and discusses how it might feel and be expressed verbally.

Utilizing Digital Media - Create a Digital Story

Materials:

1. Tablets or computers with story-making software (e.g., Storybird)

Directions:

1. Students use digital tools to create a story, incorporating images and text.
2. They present their digital stories to the class, explaining how the media enhances their ideas.

Creating Visuals for Emphasis - Fact Poster

Materials:

1. Poster paper
2. Markers
3. Stickers

Directions:

1. Students create a poster that emphasizes a fact or detail from a recent lesson or story.
2. They use visuals to highlight the chosen fact and present their posters to the class.

Articulating Ideas Using Complete Sentences - Sentence Starters

Materials:

1. Sentence starter cards (e.g., “I think that...” “One reason is...”)

Directions:

1. Students use sentence starter cards to articulate their ideas about a topic or text.

	2. They practice using complete sentences and providing clear explanations. Providing Details and Clarifications - Detail Detective Materials: 1. Short stories or passages with missing details Directions: 1. Students read a short story with missing details and work in pairs to add the missing information. 2. They then explain their additions and how they help clarify the story to the rest of the class.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking	
• Define and identify collective nouns in sentences • Articulate the purpose and use of collective nouns • Use collective nouns in student writing, not in isolation • Define and identify adjectives and adverbs when reading, writing or speaking • Classify adjectives and adverbs in sentences when reading and writing • Use adjectives and adverbs to appropriately modify words in the sentence	Define and Identify Collective Nouns - Collective Noun Hunt Materials: 1. Short story or passage 2. Highlighters Directions: 1. Students read a passage and highlight collective nouns (e.g., team, flock). 2. Discuss what collective nouns are and how they group things. Articulate the Purpose and Use of Collective Nouns - Collective Noun Poster Materials: 1. Poster paper 2. Markers 3. Examples of collective nouns

- Define and identify simple and compound sentences when reading and writing
- Classify sentences as simple or compound
- Demonstrate command of the conventions of standard English capitalization when writing
- Define and identify apostrophes in writing
- Articulate the purpose and use of apostrophes
- Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing
- Identify common spelling patterns
- Utilize common spelling patterns when writing
- Utilize reference materials and resources to correct one's own spelling
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
 - Use context clues to determine or clarify the meaning of unknown and multiple-meaning words
- Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the

Directions:

1. Students create a poster explaining collective nouns with examples.
2. They will write a definition and draw pictures showing groups (e.g., a herd of cows).

Use Collective Nouns in Student Writing - Story Writing with Collective Nouns

Materials:

1. Paper
2. Pencils

Directions:

1. Students write a short story using collective nouns from a provided list (e.g., group, class, bunch).
2. Share stories and underline the collective nouns used.

Define and Identify Adjectives and Adverbs - Adjective and Adverb Search

Materials:

1. Reading passages
2. Highlighters

Directions:

1. Students read passages and highlight adjectives and adverbs.
2. Discuss their roles in modifying nouns and verbs.

Classify Adjectives and Adverbs in Sentences - Word Sorting

Materials:

1. Sentence strips with adjectives and adverbs
2. Sorting mats

Directions:

1. Students sort words from sentence strips into categories (Adjectives, Adverbs).
2. Review their classifications and functions in sentences.

Use Adjectives and Adverbs to Modify Words - Sentence Modification

Materials:

1. Basic sentence strips

meaning of unknown and multiple-meaning words

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)
- Make purposeful language choices to communicate in an effective way
- Utilize adjectives and adverbs to describe where necessary

2. Adjective and adverb cards

Directions:

1. Students modify basic sentences by adding adjectives and adverbs from provided cards.
2. Share and discuss how modifications change the meaning.

Define and Identify Simple and Compound Sentences - Sentence Sorting

Materials:

1. Sentence cards (simple and compound)
2. Sorting mats

Directions:

1. Students sort sentence cards into simple and compound categories.
2. Discuss sentence structure and how to identify each type.

Classify Sentences as Simple or Compound - Sentence Classification

Materials:

1. Worksheets with mixed sentences
2. Pencils

Directions:

1. Students classify sentences as simple or compound on worksheets.
2. Discuss how to determine the type of sentence based on clauses.

Demonstrate Command of Standard English Capitalization - Capitalization Practice

Materials:

1. Worksheets with sentences
2. Pencils

Directions:

1. Students correct capitalization errors in sentences on worksheets.
2. Review rules for capitalizing proper nouns, the beginning of sentences, etc.

Define and Identify Apostrophes - Apostrophe Practice

Materials:

1. Sentence strips with missing apostrophes
2. Apostrophe guides

Directions:

1. Students add apostrophes to sentences where needed and discuss their purpose in contractions and possessive nouns.

Articulate the Purpose and Use of Apostrophes - Apostrophe

Explanation

Materials:

1. Example sentences
2. Worksheets

Directions:

1. Students complete a worksheet explaining the use of apostrophes in contractions and possession.
2. Discuss as a class.

Demonstrate Command of Apostrophes for Contractions and Possession - Contraction and Possession Practice

Materials:

1. Worksheets
2. Pencils

Directions:

1. Students fill in contractions and possessive nouns using apostrophes in provided sentences.
2. Review correct usage of apostrophes.

Identify Common Spelling Patterns - Spelling Pattern Sorting

Materials:

1. Word cards with various spelling patterns
2. Sorting mats

Directions:

1. Students sort words into categories based on common spelling patterns (e.g., -ing, -ed).
2. Discuss patterns and their rules.

Utilize Common Spelling Patterns in Writing - Spelling Pattern Writing

Materials:

1. Paper

2. Pencils

Directions:

1. Students write sentences or a short story using words that fit common spelling patterns
2. Review and correct spelling as a class.

Utilize Reference Materials for Spelling - Dictionary and Thesaurus Use
Materials:

1. Dictionaries
2. Thesauruses

Directions:

1. Students use reference materials to correct spelling mistakes in their writing.
2. Discuss how these tools help with spelling and meaning.

Compare Writing Styles and Effects - Genre Comparison

Materials:

1. Examples of different genres (e.g., narrative, informational)
2. Comparison charts

Directions:

1. Students read and compare writing samples from different genres.
2. Fill out a chart detailing language styles and effects.

Use Context Clues to Clarify Meaning - Context Clue Detective

Materials:

1. Sentences with unknown words
2. Context clue worksheets

Directions:

1. Students use context clues to determine the meaning of unknown words in sentences.
2. Discuss how context helps clarify meanings.

Use Compound Word Analysis to Clarify Meaning - Compound Word Breakdown

Materials:

1. Compound word cards (e.g., sunshine, notebook)

2. Worksheets

Directions:

1. Students break down compound words into their parts and discuss their meanings.
2. Use in sentences to clarify understanding.

Use Knowledge of Prefixes to Clarify Meaning - Prefix Word Analysis

Materials:

1. Prefix cards
2. Base word cards

Directions:

1. Students create new words using prefixes and base words.
2. Discuss how prefixes change meanings and use them in sentences.

Use Reference Materials to Clarify Meaning - Word Lookup

Materials:

1. Dictionaries
2. Online reference tools

Directions:

1. Students look up unknown words using reference materials and write definitions.
2. Discuss how these tools aid in understanding.

Demonstrate Understanding of Figurative Language and Word Relationships - Figurative Language Exploration

Materials:

1. Examples of figurative language (similes, metaphors)
2. Worksheets

Directions:

1. Students identify and explain figurative language examples.
2. Discuss how these expressions add meaning to texts.

Show Understanding of Newly Acquired Vocabulary - Vocabulary Journal

Materials:

1. Journals

	2. Pencils Directions: 1. Students write sentences using new vocabulary words they have learned from discussions or texts. 2. Share and discuss their usage. Make Purposeful Language Choices - Language Choice Writing Materials: 1. Writing prompts 2. Paper 3. Pencils Directions: 1. Students write a short paragraph on a prompt, making deliberate language choices to convey meaning. 2. Review and discuss their language use. Utilize Adjectives and Adverbs to Describe - Descriptive Writing Materials: 1. Picture prompts 2. Paper 3. Pencils Directions: 1. Students write descriptive paragraphs about picture prompts using adjectives and adverbs. 2. Share and discuss how descriptions enhance their writing.
Assessments	
Formative Assessments: ● Question and Answer Activity: Students read a short passage and create questions about key details. They then answer their questions using text evidence. ● Character Response Chart: After reading a story, students fill out a chart describing how characters respond to major events and challenges using key details from the text.	

- **Text Structure Identification:** Students work in pairs to identify and label the beginning, middle, and end of a story, discussing how each part builds on the previous one.
- **Text Features Scavenger Hunt:** Students use informational texts to find and label various text features (e.g., headings, captions) and discuss how these features help locate key information.
- **Illustration Analysis:** Students compare illustrations with text to describe how the images contribute to their understanding of the story's characters, setting, or plot.
- **Phonics and Word Analysis Exercise:** Students decode a list of two-syllable words with long vowels and words with common prefixes and suffixes in a guided practice session.
- **Sentence Construction Practice:** Students create sentences using provided vocabulary words, focusing on correct spelling, grammar, and punctuation.
- **Writing Prompt:** Students write a short informative/explanatory text on a given topic, introducing the topic and developing it with facts and details.

Summative Assessments:

- **Comprehension Quiz:** A quiz assessing students' ability to ask and answer questions about key details in both literary and informational texts, with a focus on using text evidence.
- **Character and Event Response Essay:** Students write a brief essay describing how characters respond to major events in a story and how this affects the plot.
- **Text Structure Analysis Test:** Students analyze a provided text to describe its overall structure, including how different sections build upon each other.
- **Informational Text Features Project:** Students create a project showcasing an informational text, highlighting and explaining various text features and their purposes.
- **Illustration and Image Explanation Presentation:** Students present an analysis of how specific illustrations or images contribute to and clarify a text, using both visual and oral explanations.
- **Reading Fluency Assessment:** Students read a grade-level text aloud, demonstrating accuracy, appropriate rate, and expression, with a focus on decoding and comprehension.
- **Writing Portfolio:** Students compile a portfolio of their written work, including informative/explanatory texts, and demonstrate their ability to revise and edit for clarity, spelling, and grammar.
- **Oral Presentation:** Students recount or describe key ideas or details from a text or personal experience using appropriate facts, relevant details, and multimedia aids when necessary.

Resources

Mentor Texts

- "The Magic Tree House" series by Mary Pope Osborne –

Websites

- <http://readingandwritingproject.org/>

for understanding character roles and story structure.

- "If You Give a Mouse a Cookie" by Laura Numeroff – for sequencing events and using transition words.
- "The Day the Crayons Quit" by Drew Daywalt – for character analysis and descriptive writing.
- "National Geographic Kids Readers" – for informational text features and fact presentation.
- "The True Story of the Three Little Pigs" by Jon Scieszka - Great for storytelling techniques and character analysis.
- "Where the Wild Things Are" by Maurice Sendak - Useful for discussing characters, emotions, and story structure.
- "The Magic School Bus: The Giant Germ" by Joanna Cole - Provides examples of informational texts and how illustrations enhance understanding.
- "A Chair for My Mother" by Vera B. Williams - Useful for discussing sequence of events and descriptive storytelling.
- "Charlotte's Web" by E.B. White - Excellent for understanding character development, problem-solving, and story structure.
- "Charlotte's Web" by E.B. White - Useful for identifying adjectives, adverbs, and sentence structures.
- "The Cat in the Hat" by Dr. Seuss - Great for identifying irregular plurals and playful use of language.
- "The Berenstain Bears" series by Stan and Jan Berenstain - Good for recognizing simple and compound sentences, as well as regular and irregular verbs.
- "Diary of a Spider" by Doreen Cronin - Offers examples of reflexive pronouns and interesting verbs.
- "Amari and the Night Brothers" by B.B. Alston - Useful for understanding character development, sentence structures, and complex language.

Define and Identify Collective Nouns

- *"The Berenstain Bears' Big Book of Family Fun"* by Stan and Jan Berenstain

- www.jenniferserravallo.com/blog
 - <http://www.wegivebooks.org/books>
 - http://www.nwp.org/cs/public/print/resource_topic/teaching_reading
 - <http://www.sightwords.com/>
- FCCR
- www.lindahoyt.com/tips.html
 - <http://www.readwritethink.org/>
 - <http://readingandwritingproject.org/>
 - <http://www.schrockguide.net/> - <http://twowritingteachers.wordpress.com>
 - www.lindahoyt.com/tips.html
 - <http://www.readwritethink.org/>
 - http://www.nwp.org/cs/public/print/resource_topic/teaching_writing
 - <http://readingandwritingproject.org/>
 - www.lindahoyt.com/tips.html
 - <http://readingandwritingproject.org/>
 - www.lindahoyt.com/tips.html
 - <http://www.seymoursimon.com/index.php/blog/>

Reading

- <http://readingandwritingproject.org/>

- “*The Little Engine That Could*” by Watty Piper

Articulate the Purpose and Use of Collective Nouns

- “*The Cat in the Hat*” by Dr. Seuss
- “*Owl Moon*” by Jane Yolen

Use Collective Nouns in Student Writing

- “*Bear Books*” series by Karma Wilson
- “*The Snowy Day*” by Ezra Jack Keats

Define and Identify Adjectives and Adverbs

- “*The Very Busy Spider*” by Eric Carle
- “*Madeline*” by Ludwig Bemelmans

Classify Adjectives and Adverbs in Sentences

- “*If You Give a Mouse a Cookie*” by Laura Numeroff
- “*Clifford the Big Red Dog*” by Norman Bridwell

Use Adjectives and Adverbs to Modify Words

- “*Room on the Broom*” by Julia Donaldson
- “*Fancy Nancy*” by Jane O'Connor

Define and Identify Simple and Compound Sentences

- “*Amari and the Night Brothers*” by B.B. Alston
- “*Pigeon Finds a Hot Dog!*” by Mo Willems

Classify Sentences as Simple or Compound

- “*Pete the Cat: I Love My White Shoes*” by James Dean and Eric Litwin
- “*Frog and Toad Are Friends*” by Arnold Lobel

• www.jenniferserravallo.com/blog

• <http://www.wegivebooks.org/books>

• http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

• <http://www.sightwords.com/>

• www.lindahoyt.com/tips.html

• <http://www.readwritethink.org/>

• <http://www.lesterlaminack.com/blog.htm>

• www.seymoursimon.com/index.php/blog

• <https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684>

Writing & Language

• <http://readingandwritingproject.org/>

• <http://www.schrockguide.net/>

• <http://twowritingteachers.wordpress.com>

• www.lindahoyt.com/tips.html

• <http://www.readwritethink.org/>

• http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

Speaking & Listening

Demonstrate Command of Standard English Capitalization

- “*Charlotte’s Web*” by E.B. White
- “*Winnie the Pooh*” by A.A. Milne

Define and Identify Apostrophes

- “*Bears on Chairs*” by Shirley Parenteau
- “*Little Bear*” by Else Holmelund Minarik

Articulate the Purpose and Use of Apostrophes

- “*The Magic Tree House*” series by Mary Pope Osborne
- “*Amari and the Great Game*” by B.B. Alston

Demonstrate Command of Apostrophes for Contractions and Possession

- “*Bear Says Thanks*” by Karma Wilson
- “*The Adventures of Frog and Toad*” by Arnold Lobel

Identify Common Spelling Patterns

- “*Spelling Bee*” by John H. Coughlin
- “*The Cat in the Hat Comes Back*” by Dr. Seuss

Utilize Common Spelling Patterns in Writing

- “*Dr. Seuss’s ABC*” by Dr. Seuss
- “*The Gingerbread Man*” by Jim Aylesworth

Utilize Reference Materials for Spelling

- “*The Word Collector*” by Peter H. Reynolds
- “*Miss Nelson Is Missing*” by Harry Allard

Compare Writing Styles and Effects

• <http://readingandwritingproject.org/>

• www.lindahoyt.com/tips.html

Critical Thinking

• <http://readingandwritingproject.org/>

• <http://kylenebeers.com/blog/feed>

• www.lindahoyt.com/tips.html

• www.seymoursimon.com/index.php/blog

- “*Where the Wild Things Are*” by Maurice Sendak
- “*The Paper Bag Princess*” by Robert Munsch

Use Context Clues to Clarify Meaning

- “*The Dot*” by Peter H. Reynolds
- “*The Day the Crayons Quit*” by Drew Daywalt

Use Compound Word Analysis to Clarify Meaning

- “*Elephant and Piggie*” series by Mo Willems
- “*Amari and the Great Game*” by B.B. Alston

Use Knowledge of Prefixes to Clarify Meaning

- “*Magic Tree House: Dinosaurs Before Dark*” by Mary Pope Osborne
- “*Minnie and Moo Go to the Moon*” by Denys Cazet

Use Reference Materials to Clarify Meaning

- “*The Little House*” by Virginia Lee Burton
- “*The Big Orange Splot*” by Daniel Manus Pinkwater

Demonstrate Understanding of Figurative Language and Word Relationships

- “*The True Story of the Three Little Pigs*” by Jon Scieszka
- “*The Napping House*” by Audrey Wood

Show Understanding of Newly Acquired Vocabulary

- “*The Little Engine That Could*” by Watty Piper
- “*The Gruffalo*” by Julia Donaldson

Make Purposeful Language Choices

• <i>“The Adventures of Super Diaper Baby”</i> by Dav Pilkey • <i>“Goldilocks and the Three Bears”</i> by Jan Brett Utilize Adjectives and Adverbs to Describe • <i>“The Three Little Pigs”</i> by James Marshall • <i>“Miss Rumphius”</i> by Barbara Cooney	
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills

-Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts
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Unit 3: Exploring Texts and Language: Understanding, Writing, and Communicating

Unit Goal:

In this unit, second graders will delve into both literary and informational texts to enhance their comprehension and analytical skills. Students will ask and answer questions to demonstrate understanding of key details, identify central messages and main topics, and describe connections within texts. They will compare and contrast various versions of stories and informational texts, while also applying phonics and word analysis skills to support their reading fluency. In writing, students will focus on demonstrating command of conventions, including spelling, grammar, and punctuation, and develop their ability to write opinion and informative texts. Through collaborative conversations, multimedia use, and language exploration, students will refine their ability to communicate effectively and engage in thoughtful discussions.

Duration: 9 weeks

Essential Questions::

- How can details from a text help us understand its key message and connections between ideas? How does comparing different versions of texts deepen our comprehension?
- How do phonics and word analysis skills aid in decoding and understanding texts? What are common spelling patterns and how can we use them effectively?
- How can we use writing conventions to create clear and accurate texts?
- What strategies help us write and revise opinion and informative texts effectively?

- How can we use collaborative conversations and multimedia to enhance our communication? How do we use complete sentences and appropriate language to clarify and detail our ideas?

Enduring Understandings:

- Asking and answering questions about a text reveals its key details and message, and comparing texts enhances understanding.
- Phonics and word analysis skills are essential for decoding texts, and applying spelling patterns improves writing.
- Mastering writing conventions ensures clear communication, and effective writing involves logical organization and revision.
- Effective writing and revision of opinion and informative texts involve organizing ideas clearly, supporting them with relevant details and examples, and refining the text through feedback and revision to enhance clarity and coherence.
- Effective communication involves collaborative discussions and multimedia use, with complete sentences and appropriate language for clarity.

NJSLS:

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message in literary texts (e.g. fables and folktales from diverse cultures).

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8. Compare and contrast two literary versions of the same story by different authors or authors from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

L.RF.2.3.A Know spelling-sound correspondences for common vowel teams.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

- L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - L.RF.2.4.A. Read grade-level text with purpose and understanding.
 - L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- L.WF.2.1. Demonstrate command of the conventions of writing.
 - L.WF.2.1. A. Write legibly and with sufficient fluency to support composition.
 - L.WF.2.1. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
 - L.WF.2.2. A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
 - L.WF.2.2. B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
 - L.WF.2.2. C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
 - L.WF.2.2. D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - L.WF.2.3. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - L.WF.2.3. B. Capitalize holidays, product names and geographic names.
 - L.WF.2.3. C. Supply adjectives in noun phrases to make them more precise or engaging.
 - L.WF.2.3. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

- L.WF.2.3. E.Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- L.WF.2.3. F.Use an apostrophe to form contractions and frequently occurring possessives.
- L.WF.2.3. G.With assistance, link sentences into a simple, cohesive paragraph with a main idea.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information

W.AW.2.1.A. Introduce an opinion.

W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.AW.2.1.C.Provide a conclusion.

W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

W.IW.2.2.A. Introduce a topic clearly.

W.IW.2.2.B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.C. Provide a conclusion.

W.WP.2.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening

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

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.ES.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.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Language

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
 - L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.2.2.B. Use commas in greetings and closings of letters.
 - L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.
 - L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - L.KL.2.1. B. Compare formal and informal uses of English.
- L.VL.2.2. 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.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 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).

Companion Learning Standards

9.2 Career Awareness

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

9.4 Life Literacies and Key Skills

9.4.2.CI.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).

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.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

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

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

Reading Skills	Activities
Text Type:	

Literary
Informational

- Utilize textual evidence to support thinking when asking and answering general questions
- Create questions about an important idea within the text (using who, what, where when, why, and/or how)
- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables
- Determine what lesson of the story
- Identify the main idea and overall focus of a multi-paragraph text
- Determine the main idea of the text
- Determine the important ideas in the text
- Determine the details that lead to the main idea
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Identify text details, events, or ideas that are chronological or sequential
- Retell chronological or sequential text details in the appropriate order
- Compare and contrast ideas from the text
- Analyze how words and phrases provide meaning to a poem, story, or song

Utilize textual evidence to support thinking when asking and answering general questions: Evidence Hunt

Materials:

1. Selected story or text
2. Question cards
3. Highlighters

Directions:

1. After reading a story, students will receive question cards. They will find and highlight the textual evidence that supports their answers in the text.
2. Students will then share their answers with a partner, explaining how the evidence supports their thinking.

Create questions about an important idea within the text (using who, what, where, when, why, and/or how): Question Detectives

Materials:

1. Story or text
2. Question word cards (who, what, where, when, why, how)
3. Paper
4. Pencils

Directions:

1. After reading a text, students will choose a question word card and create a question related to an important idea in the story.
2. Students will write their question on paper and then trade questions with a partner to answer. Answers should be supported by details from the text.

Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables: Story Circle

Materials:

- Identify the parts of the poem that rhyme
- Identify the parts of the poem that show the beat
- Determine which part shows alliteration
- Define words and phrases specific to grade 2
- Recognize that characters have different points of view
- Determine how the characters think/feel about the events
- Identify any characters that have similar thinking
- Consider the character's voice when reading out loud
- Describe why a character has a different point of view in a story
- Identify the main points in a text
- Identify reasons that the authors uses to support the main points in a text
- Evaluate how or why the author uses the reasons to support the main points in a text
- Identify similarities and differences of events in different versions of the same story
- Identify similarities and differences in characters in different versions of the same story
- Identify the most important points in the text
- Find similarities and differences in those points when reading texts on the same topic

1. Folktale or fable
2. Retelling circle template
3. Pencils

Directions:

1. Students will read a folktale or fable and use the retelling circle template to retell the story in their own words.
2. Afterward, students will discuss in small groups what they believe is the central message of the story and why, using examples from the text to support their ideas.

Determine what lesson of the story: Lesson Learned

Materials:

1. Story or fable
2. "Lesson Learned" worksheet
3. Pencils

Directions:

1. After reading a story, students will complete the "Lesson Learned" worksheet, where they identify the lesson of the story and explain how the characters' actions convey this lesson.
2. They will share their findings in a class discussion.

Identify the main idea and overall focus of a multi-paragraph text: Main Idea Match

Materials:

1. Multi-paragraph text
2. Main idea cards
3. Paragraph strips

Directions:

1. Students will read a multi-paragraph text and receive paragraph strips and main idea cards.
2. Students will match each paragraph with the appropriate main idea card and explain their choices.

- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding words with affixes in texts
- Utilize strategies for decoding irregularly-spelled words in texts
- Determine if the word looks and sounds right and makes sense
- Search for chunks and say them
- Focus on the beginning and/or end of the word and try again, when having difficulty
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when

Determine the main idea of the text: Main Idea Web

Materials:

1. Text
2. Main idea web template
3. Pencils

Directions:

1. After reading a text, students will use the main idea web template to identify the main idea and list supporting details around it.
2. Students will then share their webs with the class.

Determine the important ideas in the text: Idea Sorting

Materials:

1. Text
2. Important and less important idea cards
3. Sorting mats

Directions:

1. Students will read a text and receive a set of idea cards.
2. Students will sort these cards into "Important Ideas" and "Less Important Ideas" on sorting mats, justifying their choices during a group discussion.

Determine the details that lead to the main idea: Detail Detective

Materials:

1. Text
2. Detective hats
3. "Detail Detective" notebook

Directions:

1. After reading a text, students will wear detective hats and become "Detail Detectives."
2. Students will write down the details in their "Detail Detective" notebooks that they think lead to the main idea.
3. Students will share and compare their findings with classmates.

necessary

Identify how different historical events, scientific ideas, or “how to” procedures link together in a text: Connection Chains

Materials:

1. Text
2. Paper strips
3. Markers

Directions:

1. Students will read a text and write each historical event, scientific idea, or procedure on a paper strip.
2. Students will then create a chain linking the strips in the order they connect in the text.
3. Students will explain their chains to the class.

Identify text details, events, or ideas that are chronological or sequential: Sequence Puzzle

Materials:

1. Text
2. Puzzle pieces with event descriptions
3. Envelopes

Directions:

1. After reading a text, students will receive envelopes with puzzle pieces that describe events from the story.
2. Students will arrange the pieces in chronological or sequential order, and then explain the sequence to a partner.

Retell chronological or sequential text details in the appropriate order: Story Timeline

Materials:

1. Text
2. Timeline template
3. Markers

Directions:

1. Students will read a story and then create a timeline of the key events using the timeline template.
2. Students will write or draw each event in order
3. Students will share their timelines with the class.

Compare and contrast ideas from the text: Venn Diagram Comparison

Materials:

1. Text
2. Venn diagram template
3. Pencils

Directions:

1. After reading a text, students will use a Venn diagram to compare and contrast two ideas from the story. Students will list similarities in the overlapping section and differences in the outer sections.
2. Students will share their diagrams with the class.

Analyze how words and phrases provide meaning to a poem, story, or song: Word Explorer

Materials:

1. Poem or song
2. Word explorer worksheet
3. Pencils

Directions:

1. Students will read a poem or listen to a song and fill out the word explorer worksheet, where they analyze the meaning of specific words and phrases and how they contribute to the overall message.
2. Students will share their findings in pairs.

Identify the parts of the poem that rhyme: Rhyme Hunt

Materials:

1. Poem
2. Highlighters

Directions:

1. Students will read a poem and use highlighters to identify and mark the rhyming parts.
2. Students will then read the poem aloud to a partner, emphasizing the rhyming words.

Identify the parts of the poem that show the beat: Beat It Out

Materials:

1. Poem
2. Hand drums or clapping

Directions:

1. Students will read a poem and identify the parts that show the beat.
2. Students will use hand drums or clapping to emphasize the beat as they read the poem aloud.

Determine which part shows alliteration: Alliteration Analyzer

Materials:

1. Poem
2. Colored pencils

Directions:

1. Students will read a poem and use colored pencils to underline alliterative phrases.
2. Students will then share and discuss the effect of alliteration on the poem's meaning.

Define words and phrases specific to grade 2: Vocabulary Vault

Materials:

1. Text with grade-level vocabulary
2. Vocabulary vault worksheet
3. Pencils

Directions:

1. As students read a text, they will fill out the vocabulary vault worksheet, writing down and defining words and phrases specific to grade 2.

2. Students will create sentences using these words and share them with the class.

Recognize that characters have different points of view: Point of View Role Play

Materials:

1. Story
2. Character role cards
3. Props

Directions:

1. After reading a story, students will select character role cards and act out scenes from the story, expressing their character's point of view.
2. The class will discuss how each character's perspective influences the story.

Determine how the characters think/feel about the events: Thought Bubbles

Materials:

1. Story
2. Thought bubble templates
3. Markers

Directions:

1. Students will read a story and create thought bubbles for the main characters, writing or drawing how each character thinks or feels about the events.
2. They will present their thought bubbles to the class.

Identify any characters that have similar thinking: Character Connection Web

Materials:

1. Story
2. Character cards
3. String

4. Tape

Directions:

1. After reading a story, students will receive character cards and create a connection web by linking characters with similar thinking using string.
2. Then students will tape the connections on a board and discuss the character relationships.

Consider the character's voice when reading out loud: Character Voice Reading

Materials:

1. Story
2. Voice recorder

Directions:

1. Students will read a story aloud, focusing on expressing the character's voice.
2. Students can record themselves reading and then listen to the playback to reflect on how well they captured the character's voice.

Describe why a character has a different point of view in a story:

Perspective Posters

Materials:

1. Story
2. Poster paper
3. Markers

Directions:

1. After reading a story, students will create posters that describe why a character has a different point of view. They will use text evidence to support their explanations.
2. Students will present their posters to the class.

Identify the main points in a text: Main Points Chart

Materials:

1. Text
2. Chart paper
3. Markers

Directions:

1. Students will read a text and work in groups to create a chart that lists the main points.
2. Each group will present their chart and explain how they identified the main points.

**Identify reasons that the author uses to support the main points in a text:
Author's Support Hunt**

Materials:

1. Text
2. Author's support worksheet
3. Pencils

Directions:

1. Students will read a text and complete the author's support worksheet by identifying the reasons the author uses to support the main points.
2. Students will discuss their findings in pairs.

Evaluate how or why the author uses the reasons to support the main points in a text: Author's Intent Discussion

Materials:

1. Text
2. Discussion prompts

Directions:

1. Read a text.
2. Students will participate in a class discussion where they evaluate how and why the author uses certain reasons to support the main points. Discussion prompts will guide their thinking.

Identify similarities and differences of events in different versions of the same story: Story Comparison Venn Diagram

Materials:

1. Two versions of the same story
2. Venn diagram template
3. Pencils

Directions:

1. Students will read two versions of the same story and use a Venn diagram to identify similarities and differences in the events.
2. Students will share their diagrams in small groups.

Identify similarities and differences in characters in different versions of the same story: Character Comparison Chart

Materials:

1. Two versions of the same story
2. Character comparison chart, p
3. Pencils

Directions:

1. Students will read two versions of the same story and complete a character comparison chart, listing similarities and differences in the characters.
2. Students will discuss their charts with a partner.

Identify the most important points in the text: Important Points Bulletin Board

Materials:

1. Text
2. Bulletin board
3. Sticky notes
4. Markers

Directions:

1. Students will read a text and write the most important points on sticky notes.
2. Students will post these on a class bulletin board and explain why they chose those points.

Find similarities and differences in those points when reading texts on the same topic: Topic Comparison Chart

Materials:

1. Two texts on the same topic
2. Comparison chart
3. Pencils

Directions:

1. After reading two texts on the same topic, students will complete a comparison chart, listing similarities and differences in the important points.
2. Students will discuss their findings in small groups.

Demonstrate good reading habits: Reading Habits Checklist

Materials:

1. Reading habits checklist
2. Books

Directions:

1. Students will receive a reading habits checklist and choose a book to read.
2. As they read, they will check off the habits they demonstrate, such as reading silently, staying focused, and asking questions.
3. They will reflect on their habits in a journal entry.

Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band:Independent Reading Challenge

Materials:

1. Variety of texts
2. Reading log
3. Bookmarks

Directions:

1. Students will select texts from different genres and levels within the grades 2-3 complexity band.

2. They will read independently and record their progress in a reading log.
3. After completing each book, they will write a brief summary and rate the text.

Identify typical vowel combinations: Vowel Team Sort

Materials:

1. Word cards with vowel combinations
2. Sorting mats

Directions:

1. Students will receive word cards and sort them into groups based on their vowel combinations (e.g., ai, ea, ee).
2. Students will then practice reading the words aloud with a partner.

Demonstrate ability to pronounce and spell words with vowel teams:

Vowel Team Bingo

Materials:

1. Bingo cards with vowel team words
2. Counters

Directions:

1. Students will play Vowel Team Bingo, where the teacher calls out words, and students place counters on the corresponding vowel team words on their Bingo cards.
2. The first to get Bingo wins and reads the winning words aloud.

Utilize strategies for decoding words with affixes in texts: Affix Detective

Materials:

1. Text with affixed words
2. Detective notebooks

Directions:

1. As students read a text, they will become "Affix Detectives," identifying and decoding words with prefixes and suffixes.

2. Students will write the words in their detective notebooks and explain the meaning of the affixed words in a sentence.

Utilize strategies for decoding irregularly-spelled words in texts:

Irregular Word Wall

Materials:

1. Text
2. Word wall
3. Sticky notes

Directions:

1. After encountering irregularly-spelled words in a text, students will write them on sticky notes and add them to a class word wall.
2. Students will practice reading these words and using them in sentences.

Determine if the word looks and sounds right and makes sense: Word Sense Check

Materials:

1. Text
2. "Sense Check" cards

Directions:

1. While reading, students will use "Sense Check" cards to verify if a word looks right, sounds right, and makes sense in the sentence.
2. If a word doesn't pass the sense check, they will try alternative strategies to decode it.

Search for chunks and say them: Chunk It Out

Materials:

1. Text
2. Highlighters

Directions:

1. Students will read a text and highlight chunks of words (e.g., syllables, base words, prefixes, suffixes).

2. Students will practice reading the chunks aloud and blending them together to say the whole word.

Focus on the beginning and/or end of the word and try again, when having difficulty: Word Start and End Challenge

Materials:

1. Text
2. Start and end word cards

Directions:

1. When students encounter a difficult word, they will use start and end word cards to focus on the beginning and end of the word.
2. Students will practice decoding the word by blending the sounds together and trying again if necessary.

Understand grade-level text when reading: Comprehension Conversation

Materials:

1. Grade-level text
2. Conversation prompts

Directions:

1. After reading a grade-level text, students will participate in a comprehension conversation with a partner, using prompts to discuss key ideas, details, and overall understanding.
2. Students will ask and answer questions to ensure comprehension.

Read grade-level text aloud, making minimal errors: Fluency Practice

Materials:

1. Grade-level text
2. Fluency graph

Directions:

1. Students will practice reading a grade-level text aloud, focusing on accuracy.
2. Students will record themselves reading and listen for errors, then practice to reduce mistakes. T

3. Students can track their progress on a fluency graph.

Use an appropriate rate when reading aloud: Speedy Reader

Materials:

1. Grade-level text
2. Stopwatch

Directions:

1. Students will read a grade-level text aloud at a comfortable pace while a partner times them with a stopwatch.
2. Afterward, they will discuss if their rate was appropriate and adjust as needed. They can record their reading times to track improvement.

Use appropriate expression and inflection when reading text aloud:

Expressive Reading Theater

Materials:

1. Short scripts or dialogue from stories

Directions:

1. Students will choose a script or dialogue and practice reading it aloud with appropriate expression and inflection.
2. Students will perform their reading in front of the class, focusing on bringing the characters to life through their voices.

Use appropriate self-correction strategies to read words and for understanding: Fix-It Reading

Materials:

1. Grade-level text
2. "Fix-It" checklist

Directions:

1. As students read a grade-level text, they will use the "Fix-It" checklist to monitor their reading.
2. If students make a mistake, they will use strategies like rereading, sounding out, or using context clues to self-correct and understand the text.

	Reread text to better understand what was read, when necessary: Reread Relay Materials: 1. Grade-level text 2. Reading partner Directions: 1. Students will read a grade-level text with a partner. 2. If they encounter a confusing part, they will stop, discuss, and then reread the passage to clarify understanding. 3. They will take turns being the "relay reader," who initiates the rereading.
Writing Skills	Activities
Writing Focus: Opinion writing Informative/explanatory	
• Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions	Include an Introduction Statement Materials: 1. Paper 2. Pencils 3. Example writing prompts Directions: 1. Students will choose a writing prompt and write a short paragraph including an introduction statement. 2. Students will then share their introduction with a partner and provide feedback. State Opinion and Reasons that Support the Opinion Materials: 1. Paper

- End with a closing statement
- Gather facts, choose best facts to use, and present facts in a clear sequence
- Include an introductory statement
- Describe order of events using transition words (e.g. first, next, then, last)
- Incorporate facts and definitions
- Use linking words (e.g., because, and, also)
- End with a closing statement
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing
- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques
- Understand their role as part of a team and the work they are required to accomplish
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes

2. Pencils
3. Opinion topic cards

Directions:

1. Students will pick an opinion topic card, write a sentence stating their opinion, and list two reasons that support their opinion.
2. Students will then share their opinion and reasons in a small group discussion.

Incorporate Simple and Compound Sentence Structures

Materials:

1. Sentences strips (simple and compound sentences)
2. Paper
3. Pencils

Directions:

1. Students will read the sentence strips and rewrite them, incorporating both simple and compound sentences into their own short story.
2. Students will share their stories with a partner.

Use Linking Words (e.g., because, and, also)

Materials:

1. Paper
2. Pencils
3. Linking word cards

Directions:

1. Students will write a short paragraph using linking word cards provided.
2. Students will focus on connecting their ideas smoothly with words like "because," "and," and "also."

Describe Order of Events Using Transition Words (e.g., first, next, then, last)

Materials:

1. Story sequence cards
2. Paper
3. Pencils

Directions:

Students will arrange story sequence cards in the correct order and use transition words to describe a sequence of events by writing a short paragraph.

Choose Descriptive Words that Match Thinking, Feelings, and Actions

Materials:

1. Descriptive word cards
2. Paper
3. Pencils

Directions:

1. Students will write a short story or paragraph using descriptive word cards to match characters' thinking, feelings, and actions.
2. Students will then exchange their writing with a classmate for feedback.

End with a Closing Statement

Materials:

1. Paper
2. Pencils
3. Writing prompts

Directions:

1. Students will write a short paragraph or story, making sure to end with a clear closing statement.
2. Students will review their work to ensure it wraps up their ideas effectively.

Gather Facts, Choose Best Facts to Use, and Present Facts in a Clear Sequence

Materials:

1. Fact cards
2. Paper
3. Pencils

Directions:

1. Students will gather facts from fact cards, select the most relevant facts, and write them in a clear sequence.
2. Students will present their organized facts to a partner.

Include an Introductory Statement

Materials:

1. Paper
2. Pencils
3. Example writing prompts

Directions:

1. Students will write a short paragraph using an introductory statement provided by the teacher.
2. Students will practice introducing their topic clearly.

Describe Order of Events Using Transition Words (e.g., first, next, then, last)

Materials:

1. Story sequence cards
2. Paper
3. Pencils

Directions:

1. Students will use transition words to describe the order of events on story sequence cards, writing a short paragraph that accurately reflects the sequence.

Incorporate Facts and Definitions

Materials:

1. Fact cards
2. Definition cards
3. Paper
4. Pencils

Directions:

1. Students will write a short informative paragraph incorporating facts and definitions from the cards.
2. Students will share their paragraphs with a partner and discuss the information included.

Use Linking Words (e.g., because, and, also)

Materials:

1. Paper
2. Pencils
3. Linking word cards

Directions:

1. Students will write a paragraph on a given topic, using linking words to connect their ideas.
2. Students will focus on clarity and coherence in their writing.

End with a Closing Statement

Materials:

1. Paper
2. Pencils
3. Writing prompts

Directions:

1. Students will write a short paragraph on a given topic, ensuring they end with a strong closing statement that summarizes their main points.

Revise and Edit with Assistance for Appropriate Word Choice, Sentence Structure, Spelling, Punctuation, and Grammar

Materials:

1. Drafts of writing
2. Editing checklist
3. Pencils

Directions:

1. Students will review their drafts using an editing checklist with a peer or teacher, focusing on word choice, sentence structure, spelling, punctuation, and grammar.
2. Students will make corrections based on feedback.

Utilize Conferences, Checklist Sheets, and Peer Editing

Materials:

1. Writing drafts
2. Checklist sheets
3. Pencils

Directions:

1. Students will participate in peer editing conferences, using checklist

- sheets to provide feedback on each other's writing.
2. Students will use the feedback to revise their drafts.

Reflect on Writing

Materials:

1. Writing reflections worksheet
2. Paper
3. Pencils

Directions:

1. After completing a writing assignment, students will fill out a reflection worksheet, noting what they liked about their writing and what they would improve.
2. Students will discuss their reflections with a partner.

Publish Writing Both Independently and with Peers Using Digital Tools

Materials:

1. Computers or tablets
2. Digital publishing software

Directions:

1. Students will use digital tools to publish their writing, either independently or in collaboration with a peer.
2. Students will present their published work to the class.

Use Keyboarding Techniques

Materials:

1. Computers or tablets
2. Keyboarding practice software

Directions:

1. Students will practice keyboarding techniques using practice software, focusing on accuracy and speed.
2. Students will track their progress and set goals for improvement.

Understand Their Role as Part of a Team and the Work They Are Required to Accomplish

Materials:

1. Team roles chart

2. Paper
3. Pencils

Directions:

1. Students will review a chart outlining different team roles and responsibilities.
2. Students will discuss their assigned roles and how they will contribute to the team's work.

Read Information Provided by Teacher (Words, Pictures, Digital Sources) and/or Use Background Knowledge to Select Key Pieces of Information that Pertain to the Research Question

Materials:

1. Research materials (words, pictures, digital sources)
2. Paper
3. Pencils

Directions:

1. Students will read and review information provided by the teacher, selecting key pieces of information that answer a research question.
2. Students will organize their findings on paper.

Take Notes

Materials:

1. Research materials
2. Note-taking sheets
3. Pencils

Directions:

1. Students will take notes on key information from provided materials, using note-taking sheets to organize their ideas.
2. Students will review and discuss their notes with a partner.

Speaking and Listening Skills

Activities

Task type:

Respond to and interact with peers in small & whole group

- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
- Assume various roles in conversations (e.g., participant, leader, and observer)
- Use norms of conversations (e.g., eye contact, taking turns, etc)
- Connect comments to build on remarks of others
- Ask questions and further explanations about topics and/or texts
- Ask questions about what a speaker is saying to clarify, gather or deepen understanding
- Answer questions in order to clarify or gain further information
- Utilize digital media to enhance ideas for meaning
- Create visuals that emphasize chosen facts or details
- Articulate ideas (both verbally and in writing) using complete sentences and ideas
- Provide details or clarifications when speaking as requested

Participate in a Variety of Grade-Appropriate, Collaborative, Rich, Structured Conversations

Materials:

1. Conversation topic cards
2. Paper
3. Pencils

Directions:

1. Students will pick a conversation topic card and engage in a structured conversation with a partner or small group.
2. Each student will have a role (e.g., participant, leader) and practice staying on topic and contributing meaningfully.

Assume Various Roles in Conversations (e.g., Participant, Leader, and Observer)

Materials:

1. Role cards (Participant, Leader, Observer)
2. Paper
3. Pencils

Directions:

1. Students will be assigned different roles for a conversation. Students will take turns leading, participating, and observing.
2. After the activity, the students will discuss their experiences and what they learned from each role.

Use Norms of Conversations (e.g., Eye Contact, Taking Turns)

Materials:

1. Conversation norms poster
2. Paper
3. Pencils

Directions:

1. Students will review the conversation norms poster. They will practice a conversation with a partner, focusing on using appropriate eye contact and taking turns speaking.
2. Students will reflect on how these norms affect their conversation.

Connect Comments to Build on Remarks of Others

Materials:

1. Conversation starter cards
2. Paper
3. Pencils

Directions:

1. Students will start a conversation using a starter card.
2. They will listen carefully and build on the remarks of others by adding related comments or questions, focusing on making connections between ideas.

Ask Questions and Seek Further Explanations About Topics and/or Texts

Materials:

1. Text excerpts
2. Question prompts
3. Paper
4. Pencils

Directions:

1. Students will read a short text excerpt and use question prompts to ask and discuss further explanations about the topic.
2. Students will practice formulating and asking questions to deepen their understanding.

Ask Questions About What a Speaker is Saying to Clarify, Gather, or Deepen Understanding

Materials:

1. Audio recordings of short speeches
2. Question sheets
3. Paper
4. Pencils

Directions:

1. Students will listen to an audio recording of a short speech.
2. Students will write down questions to clarify or deepen their understanding of the speaker's message and discuss their questions with a partner.

Answer Questions to Clarify or Gain Further Information

Materials:

1. Discussion topics
2. Paper
3. Pencils

Directions:

1. During a group discussion, students will take turns answering questions from their peers to clarify points or provide additional information.
2. Students will focus on giving detailed and clear answers.

Utilize Digital Media to Enhance Ideas for Meaning

Materials:

1. Computers or tablets
2. Digital presentation software

Directions:

1. Students will create a digital presentation on a given topic using digital media (e.g., images, videos) to enhance their ideas.
2. Students will present their work to the class, explaining how the digital media supports their ideas.

Create Visuals that Emphasize Chosen Facts or Details

Materials:

1. Poster board or paper
2. Markers
3. Fact sheets

Directions:

1. Students will select key facts from fact sheets and create a visual representation (e.g., poster, chart) that emphasizes these facts.
2. Students will present their visuals and explain how they highlight the important details.

Articulate Ideas (Both Verbally and in Writing) Using Complete Sentences and Ideas

Materials:

1. Writing prompts
2. Paper

	3. Pencils Directions: 1. Students will write a short paragraph on a given prompt and then articulate their ideas verbally to the class. They 2. Students will practice using complete sentences and clearly organizing their ideas in both formats. Provide Details or Clarifications When Speaking as Requested Materials: 1. Scenario cards 2. Paper 3. Pencils Directions: 1. Students will use scenario cards to participate in a conversation. 2. Students will respond to requests for details or clarifications, practicing how to provide clear and relevant information.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking	
• Identify irregular plural nouns used when reading, writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when writing or speaking • Identify reflexive pronouns when reading, writing or speaking	Identify Irregular Plural Nouns - Irregular Plural Noun Hunt Materials: 1. Picture books or short passages 2. Highlighters Directions: 1. Students read a passage or book and highlight irregular plural nouns (e.g., mice, geese). 2. Discuss as a class which nouns were irregular and why. Classify Plural Nouns as Regular or Irregular - Noun Sorting Materials: 1. Noun cards (with singular and plural forms)

- Classify pronouns as reflexive
- Accurately use reflexive pronouns when writing or speaking
- Identify irregular verbs in the past tense used when writing or speaking
- Classify verbs in the past tense as regular or irregular
- Form and use common irregular verbs in the past tense when writing or speaking
- Define and identify adjectives and adverbs when reading, writing or speaking
- Classify adjectives and adverbs in sentences
- Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking
- Define and identify simple and compound sentences when reading
- Classify sentences as simple or compound
- Expand and rearrange complete, simple and compound sentences when writing and speaking
- Define and identify greetings and closings in letters (salutation)
- Use commas appropriate to offset greetings and closings in letters
- Define and identify apostrophes when

2. Sorting mats (Regular, Irregular)

Directions:

1. Students sort noun cards into two categories: regular and irregular plural nouns.
2. Discuss the rules for each category.

Form and Use Common Irregular Plural Nouns - Write a Story with Irregular Nouns

Materials:

1. Paper
2. Pencils

Directions:

1. Students write a short story using a list of provided irregular plural nouns (e.g., feet, teeth).
2. Share stories and highlight the irregular plurals used.

Identify Reflexive Pronouns - Pronoun Detective

Materials:

1. Short story or passage
2. Highlighters

Directions:

1. Students read a story and highlight reflexive pronouns (e.g., myself, yourself).
2. Discuss their use and meaning in the sentences.

Classify Pronouns as Reflexive - Pronoun Sorting

Materials:

1. Pronoun cards
2. Sorting mats (Reflexive, Not Reflexive)

Directions:

1. Students sort pronoun cards into reflexive and non-reflexive categories.
2. Review examples and non-examples.

Accurately Use Reflexive Pronouns - Reflexive Pronoun Sentences

Materials:

reading and writing

- Articulate the purpose and use of apostrophes
- Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing
- Identify common spelling patterns
- Utilize common spelling patterns when writing
- Utilize reference materials and resources to correct one's own spelling
- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the meaning of unknown multiple-meaning words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)
- Make purposeful language choices to communicate in an effective way

1. Sentence strips
2. Reflexive pronoun list

Directions:

1. Students complete sentences with appropriate reflexive pronouns.
2. Example sentences are provided with blanks for reflexive pronouns.

Identify Irregular Verbs in the Past Tense - Verb Past Tense Match

Materials:

1. Verb cards (present and past tense)
2. Matching sheets

Directions:

1. Students match present tense verbs with their irregular past tense forms (e.g., go - went).
2. Discuss the changes in verbs.

Classify Verbs in the Past Tense as Regular or Irregular - Past Tense Sorting

Materials:

1. Verb cards (past tense)
2. Sorting mats (Regular, Irregular)

Directions:

1. Students sort past tense verbs into regular and irregular categories.
2. Discuss patterns for regular verbs and irregular forms.

Form and Use Common Irregular Verbs in the Past Tense - Irregular Verb Stories

Materials:

1. Paper
2. Pencils

Directions:

1. Students write a short story using a list of irregular past tense verbs (e.g., eat - ate).
2. Share stories with the class and underline the irregular verbs.

Define and Identify Adjectives and Adverbs - Adjective and Adverb Scavenger Hunt

- Utilize adjectives and adverbs to describe where necessary

Materials:

1. Reading passages
2. Highlighters

Directions:

1. Students read a passage and highlight adjectives and adverbs.
2. Discuss how these words modify nouns and verbs.

Classify Adjectives and Adverbs in Sentences - Word Sort

Materials:

1. Sentence strips
2. Sorting mats (Adjectives, Adverbs)

Directions:

1. Students cut out adjectives and adverbs from sentence strips and sort them into appropriate categories.
2. Review each word's function.

Use Adjectives and Adverbs to Modify Words - Sentence Expansion

Materials:

1. Basic sentences on paper
2. Adjective and adverb cards

Directions:

1. Students expand basic sentences by adding adjectives and adverbs.
Example: "The cat ran" could become "The small cat quickly ran."

Define and Identify Simple and Compound Sentences - Sentence Sort

Materials:

1. Sentence strips (simple and compound)
2. Sorting mats

Directions:

1. Students sort sentences into simple and compound categories.
2. Discuss the differences between the two types of sentences.

Classify Sentences as Simple or Compound - Sentence Classification

Materials:

1. Sentence cards
2. Classification sheets

Directions:

1. Students classify sentences as simple or compound using provided cards.
2. Discuss the structure of each type.

Expand and Rearrange Sentences - Sentence Builder

Materials:

1. Sentence cards with parts of sentences
2. Paper
3. Pencils

Directions:

1. Students use sentence cards to build and expand simple and compound sentences.
2. Rearrange sentences to see how structure changes meaning.

Define and Identify Greetings and Closings in Letters - Letter Parts Matching

Materials:

1. Sample letters with highlighted parts
2. Matching cards

Directions:

1. Students match greetings and closings to their correct parts in sample letters.
2. Discuss their function in letter writing.

Use Commas in Greetings and Closings - Comma Practice

Materials:

1. Letter templates
2. Commas stickers

Directions:

1. Students practice adding commas to letter greetings and closings using provided templates.
2. Review correct placement and punctuation rules.

Define and Identify Apostrophes - Apostrophe Practice

Materials:

1. Sentence strips with missing apostrophes
2. Apostrophe guides

Directions:

1. Students add apostrophes to sentences where they are missing.
2. Discuss the purpose of apostrophes in contractions and possession.

Articulate the Purpose and Use of Apostrophes - Apostrophe

Explanation

Materials:

1. Worksheet with examples of apostrophes in contractions and possession

Directions:

1. Students fill out a worksheet explaining the use of apostrophes in contractions and possessive nouns.
2. Review as a class.

Demonstrate Command of Apostrophes - Apostrophe Writing

Materials:

1. Paper
2. Pencils

Directions:

1. Students write sentences and short paragraphs using apostrophes correctly.
2. Focus on contractions and possession.
3. Peer review for accuracy.

Identify Common Spelling Patterns - Spelling Pattern Sorting

Materials:

1. Word cards with different spelling patterns

Directions:

1. Students sort word cards into categories based on common spelling patterns (e.g., -ing, -ed).
2. Discuss patterns and their rules.

Utilize Common Spelling Patterns - Spelling Pattern Practice

Materials:

1. Spelling pattern worksheets
2. Pencils

Directions:

1. Students complete worksheets that include filling in missing letters based on common spelling patterns.
2. Review correct answers and patterns.

Utilize Reference Materials for Spelling - Dictionary and Thesaurus Use
Materials:

1. Dictionaries
2. Thesauruses

Directions:

1. Students use dictionaries and thesauruses to look up and correct spelling mistakes in their writing.
2. Discuss how these tools help with spelling and meaning.

Compare Writing Styles and Effects - Genre Comparison
Materials:

1. Examples of different genres (e.g., narrative, informative)
2. Comparison charts

Directions:

1. Students read and compare writing samples from different genres.
2. Fill out a chart detailing the effects of language and style in each genre.

Use Knowledge of Prefixes - Prefix Word Creation
Materials:

1. Prefix cards
2. Base word cards

Directions:

1. Students use prefix cards and base word cards to create new words.
2. Discuss how prefixes change the meaning of words and use them in sentences.

Assessments

Formative Assessments

Reading Comprehension Checks

- Ask and answer questions about a short story or informational text.
- Use graphic organizers to recount details from a text and identify the main topic or message.

Phonics and Word Analysis

- Conduct word sorts with vowel teams, prefixes, and suffixes.
- Have students read words with irregular spellings and use context clues for self-correction.

Oral Recounts and Retellings

- Recount a story or informational text orally and write a brief summary.
- Discuss central messages or main topics in small groups.

Comparison Activities

- Compare and contrast two versions of the same story or topic using a Venn diagram.
- Discuss differences in points of view in character dialogues.

Spelling and Grammar Exercises

- Practice spelling common vowel patterns and irregular words through dictation and writing exercises.
- Identify and correct run-on sentences and fragments in writing samples.

Opinion and Informative Writing Prompts

- Write short opinion pieces with supported reasons.
- Develop informative texts with facts and details on a given topic.

Collaborative Discussions

- Participate in structured conversations and discussions, focusing on building on others' ideas and asking for clarification.
- Use multimedia tools to enhance storytelling and recounting experiences.

Phonics Games and Activities

- Engage in games focusing on phonics patterns, word decoding, and high-frequency word recognition.

Summative Assessments

Reading Comprehension Test

- Answer questions about a literary and an informational text, demonstrating understanding of key details and main ideas.
- Write a summary of a text and determine its central message or main topic.

Phonics and Fluency Assessment

- Read grade-level passages aloud with accuracy, expression, and comprehension.
- Decode words with vowel teams, prefixes, and suffixes in a timed test.

Writing Portfolio

- Submit a collection of opinion pieces and informative texts demonstrating command of writing conventions, including clear introductions, supporting details, and conclusions.
- Revise and edit drafts based on feedback, showing improved writing quality and error correction.

Oral Presentation

- Recount a story or explain an informational topic to the class, using appropriate voice, expression, and multimedia elements.

Spelling and Grammar Test

- Complete a test on spelling patterns, common graphemes, and punctuation.
- Correct sentences for grammar and punctuation errors in a written assessment.

Comparative Analysis Assignment

- Write a comparison of two versions of the same story or two informational texts, highlighting similarities and differences in details and perspectives.

Final Project

- Create a multimedia presentation or book report that integrates reading, writing, and speaking skills, demonstrating overall comprehension and communication abilities.

Resources**Mentor Texts**

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
- *The Paper Bag Princess* by Robert Munsch
- *Sylvester and the Magic Pebble* by William Steig
- *Anansi the Spider: A Tale from the Ashanti* by Gerald McDermott
- *The Ugly Duckling* by Hans Christian Andersen

Websites

- <http://readingandwritingproject.org/>
- www.jenniferserravallo.com/blog
- <http://www.wegivebooks.org/books>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

- *Mufaro's Beautiful Daughters: An African Tale* by John Steptoe
- *Stellaluna* by Janell Cannon
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *The Tale of Peter Rabbit* by Beatrix Potter
- *Owl Moon* by Jane Yolen
- *Amelia Bedelia* by Peggy Parish
- *A Bad Case of Stripes* by David Shannon
- *The Name Jar* by Yangsook Choi
- *The Paper Bag Princess* by Robert Munsch
- *Charlotte's Web* by E.B. White
- *Stellaluna* by Janell Cannon
- *My Father's Dragon* by Ruth Stiles Gannett
- *Little Bear* by Else Holmelund Minarik
- *What If You Had Animal Teeth?* by Sandra Markle
- *The Magic Tree House: Dinosaurs Before Dark* by Mary Pope Osborne

- <http://www.sightwords.com/>

FCCR

- www.lindahoyt.com/tips.html

- <http://www.readwritethink.org/>

- <http://readingandwritingproject.org/> • <http://www.schrockguide.net/> - <http://twowritingteachers.wordpress.com>

- www.lindahoyt.com/tips.html

- <http://www.readwritethink.org/>

- http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

- <http://readingandwritingproject.org/>

- www.lindahoyt.com/tips.html

- <http://readingandwritingproject.org/>

- www.lindahoyt.com/tips.html

- <http://www.seymoursimon.com/index.php/blog/>

Reading

- <http://readingandwritingproject.org/>

- www.jenniferserravallo.com/blog

- <http://www.wegivebooks.org/books>

- http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

- <http://www.sightwords.com/>

- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- <http://www.lesterlaminack.com/blog.htm>
- www.seymoursimon.com/index.php/blog
- <https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684>

Writing & Language

- <http://readingandwritingproject.org/>
- <http://www.schrockguide.net/>
- <http://twowritingteachers.wordpress.com>
- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

Speaking & Listening

- <http://readingandwritingproject.org/>
- www.lindahoyt.com/tips.html

Critical Thinking

- <http://readingandwritingproject.org/>

- <http://kylenebeers.com/blog/feed>
- www.lindahoyt.com/tips.html
- www.seymoursimon.com/index.php/blog

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

-Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Expose students to beyond level texts
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Unit 4: Exploring Characters and Text Features: From Analysis to Application

Unit Goal: In this unit, second graders will participate in a variety of literacy activities designed to boost their reading, writing, and analytical skills. Students will read passages, craft questions about key details, and use text evidence to support their answers. They will examine how characters respond to major events, enhancing their understanding with detailed evidence. Students will label and discuss the beginning, middle, and end of stories to see how each part contributes to the whole. Students will explore text features like headings and captions, and analyze how these elements aid in locating important information. Additionally, they will compare images with text to understand how illustrations contribute to the story. Phonics skills will be strengthened and they will refine their grammar and punctuation. The unit will culminate in a writing activity where students will compose informative texts, introducing and developing topics with facts.

Duration: 9 weeks

Essential Questions:

- How can asking and answering questions about a text help us understand its key details and main ideas?
- What strategies can we use to recount a story or informational text effectively, and how can we determine its central message or main topic?
- How do phonics and word analysis skills contribute to our ability to read fluently and comprehend texts?
- In what ways can understanding and applying writing conventions improve the clarity and effectiveness of our written work?
- How can participating in discussions and using multimedia enhance our ability to express ideas and recount experiences?

Enduring Understandings:

- Understanding key details and central messages in literary and informational texts involves asking and answering questions based on the text itself. Students will grasp that both fiction and non-fiction texts contain specific details and central themes that can be identified through close reading and analysis.
- Recounting texts and determining central messages or main topics helps students understand the structure and key ideas of stories and informational pieces. Comparing and contrasting different versions of the same story or topic helps students appreciate diverse perspectives and interpretations.

- Mastery of phonics and word analysis skills is crucial for decoding words accurately and fluently. Understanding spelling patterns, prefixes, suffixes, and irregular words aids in reading comprehension and supports overall literacy development.
- Demonstrating command of writing conventions, including legibility, spelling, punctuation, and sentence structure, is essential for effective communication. Writing with clear organization, coherence, and appropriate use of grammar enhances students' ability to convey ideas effectively.
- Engaging in collaborative conversations and using multimedia to enhance storytelling and recounting experiences helps students develop communication skills. Understanding how to use language and conventions in both speaking and writing is fundamental for expressing ideas and information clearly.

NJSLS:

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message in literary texts (e.g. fables and folktales from diverse cultures).

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8. Compare and contrast two literary versions of the same story by different authors or authors from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.

L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

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

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1. A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2. A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

v. Contractions (we'll; I'm; they've; don't).

vi. Homophones (bear, bare; past, passed).

vii. Plurals and possessives (its, it's).

L.WF.2.2. B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel -r and CVC syllables (compete; robot; violet; understand).

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2. C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

L.WF.2.2. D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3. B. Capitalize holidays, product names and geographic names.

L.WF.2.3. C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3. F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information

W.AW.2.1.A. Introduce an opinion.

W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.AW.2.1.C. Provide a conclusion.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3.A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

W.NW.2.3.B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.NW.2.3.C. Use transitional words to manage the sequence of events.

W.NW.2.3.D. Use concrete words and phrases and sensory details to convey experience and events.

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening

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

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

SL.ES.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.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

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

L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

- L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.2.2.B. Use commas in greetings and closings of letters.
 - L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - L.KL.2.1. B. Compare formal and informal uses of English.
- L.VL.2.2. 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.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 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).

Companion Learning Standards

9.2 Career Awareness

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

9.4 Life Literacies and Key Skills

9.4.2.CI.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).

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.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
 9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.
 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
 9.4.2.DC.4: Compare information that should be kept private to information that might be made public
 9.4.2.DC.5: Explain what a digital footprint is and how it is created
 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
	Text Type: Literary Informational

- Utilize textual evidence to support thinking when asking and answering general questions
- Create questions about an important idea within the text (using who, what, where when, why, and/or how)
- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- Determine what lesson is the story teaching
- Identify the main idea and overall focus of a multi-paragraph text
- Determine the main idea of the text
- Determine the important ideas in the text
- Determine the details that lead to the main idea
- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text
- Identify text details, events, or ideas that are chronological or sequential
- Retell chronological or sequential text details in the appropriate order
- Compare and contrast ideas from the text
- Analyze how words and phrases provide meaning to a poem, story, or song
- Identify the parts of the poem that rhyme
- Identify the parts of the poem that show the beat

Textual Evidence Detective

Materials:

1. Short passages
2. Question cards,
3. Highlighters.

Directions:

1. Provide students with a passage and a set of questions.
2. Students read the passage and highlight evidence that answers each question.
3. They then share their answers, explaining how the text supports their response.

Question Creation Carousel

Materials:

1. Chart paper
2. Markers
3. Sticky notes.

Directions:

1. After reading a text, students rotate around the room to different stations where they create and answer questions using sticky notes.
2. Each station focuses on a different question type (who, what, where, etc.).

Story Retell & Message Hunt

Materials:

1. Folktales or fables from diverse cultures
2. Graphic organizers.

Directions:

1. Students read a folktale or fable, then retell the story using a graphic organizer to outline key events.
2. After retelling, they discuss and write the central message or lesson of the story.

What’s the Lesson?

Materials:

1. Short stories or fables

- Determine which part shows alliteration
- Define words and phrases specific to grade 2
- Recognize that characters have different points of view
- Determine how the characters think/feel about the events
- Identify any characters that have similar thinking
- Consider the character's voice when reading out loud
- Describe why a character has a different point of view in a story
- Identify the main points in a text
- Identify reasons that the authors uses to support the main points in a text
- Evaluate how or why the author uses the reasons to support the main points in a text
- Identify similarities and differences of events in different versions of the same story
- Identify similarities and differences in characters in different versions of the same story
- Identify the most important points in two different texts on the same topic
- Find similarities and differences in those points when reading texts on the same topic
- Demonstrate good reading habits
- Read various types of texts proficiently, independently,

2. Discussion prompts.

Directions:

1. Read a story with the class.
2. Discuss as a group what the characters learned and what lesson the story is teaching.
3. Students then write a short reflection on the lesson.

Main Idea Map

Materials:

1. Informational text
2. Main idea graphic organizer.

Directions:

1. Students read an informational text and use the graphic organizer to map out the main idea and supporting details for each paragraph.
2. They then summarize the overall focus of the text.

Idea Detectives

Materials:

1. Highlighters
2. Informational text.

Directions:

1. Students read an informational text and highlight the most important ideas.
2. They then write a brief summary of the text, focusing on the highlighted sections.

Chain of Events

Materials:

1. Text describing a sequence of events or procedures
2. Sequence chain graphic organizer.

Directions:

1. Students read a text and use the sequence chain graphic organizer to list the events or steps in order.
2. They then explain how each event or step is connected to the next.

Sequential Storytime

and closely within the grades 2-3 complexity band

- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding words with affixes in texts
- Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
- Utilize strategies for decoding irregularly-spelled words in texts
- Determine if the word looks and sounds right and makes sense
- Search for chunks and say them
- Focus on the beginning and/or end of the word and try again, when having difficulty
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Materials:

1. Picture books or short stories with clear sequences
2. Sequencing cards.

Directions:

1. After reading a story, students use sequencing cards to arrange the events in the correct order.
2. They then retell the story to a partner using the cards as a guide.

Compare and Contrast

Materials:

1. Two versions of the same story
2. Venn diagram.

Directions:

1. Students read two versions of the same story (e.g., a traditional and a modern retelling).
2. They then use a Venn diagram to compare and contrast the characters, settings, and events in both versions.

Poetry Sound Hunt

Materials:

1. Poems
2. Rhyme, alliteration, and rhythm, sound hunt checklist.

Directions:

1. Students read a poem and use the sound hunt checklist to identify rhyming words, alliteration, and parts that show the beat.
2. Discuss how these elements contribute to the meaning and feel of the poem.

Character Perspective Role-Play

Materials:

1. Short story with multiple characters
2. Character masks or name tags.

Directions:

1. Students read a story and then role-play the characters, focusing on how each character views events differently.
2. Discuss why characters have different perspectives and how this

affects the story.

Author's Purpose Detective

Materials:

1. Informational text
2. Author's purpose graphic organizer.

Directions:

1. Students read a text and use the graphic organizer to identify the main points the author makes.
2. They then list the reasons the author uses to support these points and discuss why these reasons are effective.

Version Exploration

Materials:

1. Two versions of the same story
2. Comparison chart.

Directions:

1. Students read two versions of the same story and use the comparison chart to list similarities and differences in events, characters, and themes.

Vowel Team Challenge

Materials:

1. Word lists with vowel teams
2. Flashcards.

Directions:

1. Students practice pronouncing and spelling words with common vowel teams using flashcards.
2. They then create their own sentences using these words to reinforce understanding.

Expression Exploration

Materials:

1. Short, expressive passages
2. Fluency rubric.

Directions:

	1. Students practice reading passages aloud, focusing on expression and inflection. 2. They use a fluency rubric to self-assess and peer-assess their reading, then practice again based on feedback.
Writing Skills	Activities
Writing Focus: Opinion writing Narrative writing Shared research writing pieces Routine writing	
• Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • End with a closing statement • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Include an introduction statement	Opinion Writing with Introductions Materials: 1. Graphic organizer 2. Opinion writing prompt 3. Sample introduction sentences Directions: 1. Students choose a topic and use a graphic organizer to plan their opinion. 2. They write an introduction statement that states their opinion and list reasons to support it. 3. Share examples and have students craft their own introductions. Sentence Structure Sorting Materials: 1. Sentence strips 2. Sorting mats labeled "Simple" and "Compound." Directions: 1. Students receive a set of sentence strips with both simple and compound sentences. 2. They sort the sentences into the correct category and then write their own simple and compound sentences based on the examples.

- End with a closing statement
- Describe order of events using transition words (e.g. first, next, then, last)
- Choose descriptive words that match thinking, feelings, and actions
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing
- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques
- Understand their role as part of a team and the work they are required to accomplish
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes

Linking Word Practice

Materials:

1. Linking words list
2. Sentence starters

Directions:

1. Provide students with sentence starters and a list of linking words.
2. They complete the sentences by adding their own ideas and linking them using the provided words.
3. Encourage students to write several sentences using different linking words.

Timeline Writing

Materials:

1. Story timeline graphic organizer
2. Writing prompt

Directions:

1. Students use a timeline graphic organizer to plan the sequence of events for a story or personal narrative.
2. They write their story using transition words to indicate the order of events, such as "First," "Next," "Then," and "Last."

Descriptive Word Choice

Materials:

1. Word bank of descriptive adjectives
2. Writing prompt
3. Thesaurus

Directions:

1. Students are given a writing prompt and asked to describe a character's thoughts, feelings, and actions.
2. They use a word bank or thesaurus to choose the most descriptive words, and then write sentences incorporating those words.

Opinion Writing with Closings

Materials:

1. Opinion writing draft

2. Closing statement examples.

Directions:

1. After writing an opinion piece, students refer to examples of closing statements.
2. They then write their own closing statement that restates their opinion and sums up their reasons.

Revising Sentences

Materials:

1. Student writing samples
2. Revision checklist
3. Colored pens

Directions:

1. Students read their writing and use a revision checklist to identify areas for improvement.
2. They revise their sentences for word choice, structure, and grammar, using colored pens to make changes.
3. Peer editing can also be incorporated for additional feedback.

Peer Editing Conferences

Materials:

1. Editing checklist
2. Peer editing partner
3. Student writing samples

Directions:

1. Students pair up and exchange their writing.
2. Using an editing checklist, they review each other's work and provide constructive feedback.
3. After the peer review, students revise their writing based on the feedback received.

Reflective Writing Journals

Materials:

1. Writing journals
2. Reflection prompts

Directions:

1. After completing a writing assignment, students reflect on the process by responding to prompts in their journals, such as "What did I learn from writing this?" and "What would I do differently next time?"
2. Encourage students to think about their strengths and areas for improvement.

Digital Story Publishing

Materials:

1. Computers or tablets with word processing software
2. Previously written stories.

Directions:

1. Students type their final drafts of a story or essay using proper keyboarding techniques.
2. They then use digital tools to add images and format the text.
3. Students can work independently or collaborate to create a class book or digital publication.

Research Note-Taking

Materials:

1. Research articles
2. Digital or paper note-taking templates

Directions:

1. Students are given a research question and access to information (texts, images, digital sources).
2. They read the materials and use a note-taking template to jot down key facts and details relevant to the research question.
3. Encourage students to summarize information in their own words.

Team Writing Collaboration

Materials:

1. Group writing project assignment
2. Role cards (e.g., Writer, Editor, Illustrator)

Directions:

1. Students are divided into teams and assigned roles for a group writing project.
2. Each team collaborates to plan, write, revise, and publish a piece of

	writing, with each student contributing according to their role. 3. Teams present their final projects to the class.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts • Demonstrate careful listening in order to describe or recount what they heard • Ask questions and understand and answer questions asked of them in order to clarify or gain further information • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details	Collaborative Story Circle Materials: 1. Story prompts 2. Talking stick or object Directions: 1. Students sit in a circle and are given a story prompt. 2. Each student adds a sentence to the story, building on what the previous student said. 3. The talking stick is passed around to indicate whose turn it is to speak. 4. Encourage students to listen carefully so they can connect their comments to those of others. Role-Playing Conversations Materials: 1. Role cards (Participant, Leader, Observer) 2. Discussion topic cards Directions: 1. Students are divided into small groups, and each student is assigned a role (Participant, Leader, Observer). 2. The group discusses a topic, with the Leader guiding the conversation, Participants sharing their thoughts, and the Observer taking notes on the conversation dynamics. 3. Roles are rotated in subsequent discussions. Conversation Norms Practice Materials:

1. Conversation norms chart
2. Partner discussion prompts

Directions:

1. Review conversation norms with the class using a visual chart.
2. Pair students and provide discussion prompts.
3. As students discuss, they practice using eye contact, listening without interrupting, and taking turns.
4. Afterward, pairs reflect on how well they followed the norms.

Building on Ideas

Materials:

1. Sentence starters ("I agree because...", "Adding to what you said...")
2. Discussion topics

Directions:

1. In small groups, students use sentence starters to respond to each other's comments during a discussion.
2. The focus is on building on the ideas shared by others, rather than introducing completely new ideas.
3. After the discussion, students share how they built on others' ideas.

Question and Clarification Game

Materials:

1. Question cards
2. Answer cards
3. Discussion topics

Directions:

1. In pairs, students take turns asking and answering questions using prepared question cards.
2. The answering student must first repeat the question to demonstrate understanding and then respond.
3. If clarification is needed, they ask follow-up questions.
4. Rotate pairs so students practice with different partners.

Careful Listening Recap

Materials:

1. Short audio or video clips

	2. Listening response sheets Directions: 1. Play a short audio or video clip related to a familiar topic. 2. After listening, students complete a listening response sheet where they recount what they heard and describe the main points. 3. Discuss as a class to compare how different students recounted the information. Digital Media Presentations Materials: 1. Computers or tablets with presentation software (e.g., Google Slides) 2. Research materials. Directions: 1. Students research a topic of interest and create a digital presentation using a program like Google Slides. 2. They incorporate visuals such as images, charts, or diagrams to emphasize key facts or details. 3. Students then present their digital creations to the class, explaining how the visuals support their ideas.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking	
• Identify irregular plural nouns used when writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when reading and speaking	Irregular Plural Noun Hunt Materials: 1. Flashcards with singular nouns 2. Picture cards 3. Sorting mats labeled "Regular Plurals" and "Irregular Plurals." Directions: 1. Students pick a flashcard with a singular noun and determine its plural

- Identify irregular verbs in the past tense used when writing or speaking
- Classify verbs in the past tense as regular or irregular
- Form and use common irregular verbs in the past tense when writing or speaking
- Define and identify adjectives and adverbs when reading
- Classify adjectives and adverbs in sentences
- Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking
- Define and identify simple and compound sentences when reading
- Classify sentences as simple or compound
- Use simple and compound sentences when writing or speaking
- Expand and/or rearrange simple and compound sentence when writing and speaking
- Use commas appropriate to offset greetings and closings in letters
- Identify common spelling patterns
- Utilize common spelling patterns when writing
- Utilize reference materials and resources to correct one's own spelling

form.

2. They then place the plural noun on the correct sorting mat: "Regular Plurals" or "Irregular Plurals."
3. Students practice using the irregular plural nouns in sentences.

Verb Tense Relay

Materials:

1. Verb cards (e.g., "run," "go," "jump")
2. Two baskets labeled "Regular Verbs" and "Irregular Verbs,"
3. Sentence strips

Directions:

1. Students pick a verb card and determine its past tense form.
2. They then classify it by placing the card in the correct basket.
3. After sorting, students create sentences using the past tense form of the irregular verbs.

Adjective and Adverb Detective

Materials:

1. Short sentences on sentence strips
2. Highlighters
3. Detective badges

Directions:

1. Students act as "language detectives" and read sentences to identify and highlight adjectives and adverbs.
2. They then classify each word as either an adjective or an adverb.
3. Students write new sentences using adjectives and adverbs to modify nouns and verbs appropriately.

Sentence Structure Sort

Materials:

1. Sentence strips with simple and compound sentences, sorting mat labeled "Simple Sentences" and "Compound Sentences."

Directions:

1. Students read each sentence strip and decide if the sentence is simple or compound.
2. They place each sentence on the correct sorting mat.

- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
- Use context clues to determine or clarify the meaning of unknown and multiple meaning words
- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words
- Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words
- Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
- Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking
- Make purposeful language choices to communicate in an effective way when writing and speaking
- Utilize adjectives and adverbs to describe where necessary when writing and speaking

3. Students practice writing their own simple and compound sentences.

Commas in Letters

Materials:

1. Letter templates
2. Sample letters
3. Markers

Directions:

1. Students examine sample letters and identify where commas are used in the greetings and closings.
2. They then practice writing their own letters, making sure to correctly place commas after greetings and before closings.

Spelling Pattern Challenge

Materials:

1. Word lists
2. Whiteboards
3. Markers

Directions:

1. Present students with a list of words that follow common spelling patterns (e.g., "-ight," "-ay," "-ing").
2. Students write the words on whiteboards, identifying the patterns.
3. They then create new words using these patterns and write sentences incorporating the words.

Context Clue Detective

Materials:

1. Short paragraphs with underlined unknown words, magnifying glasses.

Directions:

1. Students read the paragraphs and use context clues to determine the meanings of the underlined words.
2. They write the meanings in their notebooks and discuss how the context helped them understand the words.

Prefix and Root Word Puzzle

Materials:

1. Prefix cards
2. Root word cards
3. Definition cards

Directions:

1. Students match prefix cards with root word cards to form complete words.
2. They then read the definition cards to see if their word matches the definition.
3. Students use these words in sentences to reinforce their understanding.

Figurative Language Illustration

Materials:

1. Examples of figurative language (e.g., "It's raining cats and dogs")
2. Drawing paper
3. Markers.

Directions:

1. Students illustrate what the figurative language means literally and then explain the actual meaning.
2. They share their drawings with the class, discussing how figurative language adds meaning to writing and speaking.

Vocabulary in Action

Materials:

1. Word wall with new vocabulary
2. Writing journals

Directions:

1. Students choose a word from the word wall and write a short paragraph or story using the word correctly.
2. They share their writing with a partner, explaining how the word choice enhances their writing.

Assessments

Formative Assessments

- **Textual Questioning Exercise:** Students answer and ask questions about a selected text to demonstrate their understanding of key details and main ideas.
- **Text Recount Practice:** Students orally recount a story or informational text and identify its central message or main topic, with feedback on their clarity and accuracy.
- **Phonics and Word Analysis Quiz:** A quiz assessing students' ability to decode words using phonics skills, including spelling patterns, prefixes, suffixes, and irregular words.
- **Writing Convention Check:** Students complete a writing activity where they apply conventions such as punctuation, capitalization, and sentence structure, with peer or teacher feedback.
- **Collaborative Conversation Role-Play:** Students participate in structured conversations on a given topic, demonstrating their ability to follow norms, build on others' remarks, and ask for clarification.
- **Multimedia Storytelling Draft:** Students create a draft of a story or recount using multimedia elements, with peer and teacher feedback on the integration of visuals and clarity of expression.

Summative Assessments

1. **Comprehensive Reading Assessment:** An assessment where students read a literary and an informational text, then answer questions to demonstrate their understanding of key details, main ideas, and text recounting.
2. **Phonics and Fluency Evaluation:** A test where students read passages aloud, demonstrating their ability to decode words accurately and read with fluency and expression.
3. **Written Composition Task:** A writing assignment where students produce an opinion piece or narrative, showcasing their command of writing conventions, coherence, and clarity.
4. **Oral Presentation with Multimedia:** Students deliver an oral presentation on a topic using multimedia elements, demonstrating their ability to communicate ideas clearly and effectively.
5. **Text Comparison Essay:** A written assignment where students compare and contrast two versions of a story or informational text, analyzing differences in content, style, or perspective.

Resources

Mentor Texts:

- *The True Story of the 3 Little Pigs* by Jon Scieszka (Comparing versions, character perspective)
- *Aesop's Fables* by Aesop (Central message, lesson, folktales)
- *The Day the Crayons Quit* by Drew Daywalt (Character perspective, textual evidence; Sentence structure, descriptive language; Figurative language and word

Websites

- <http://readingandwritingproject.org/>
- www.jenniferserravallo.com/blog
- <http://www.wegivebooks.org/books>

relationships)

- *Owl Moon* by Jane Yolen (Sequential details, retelling)
- *The Great Kapok Tree* by Lynne Cherry (Textual evidence, main idea)
- *How People Learned to Fly* by Fran Hodgkins (Informational text, linking events; Research note-taking, using background knowledge)
- *Fireflies!* by Julie Brinckloe (Expression, retelling)
- *Where the Wild Things Are* by Maurice Sendak (Textual evidence, story analysis)
- *I Wanna Iguana* by Karen Kaufman Orloff (Opinion writing, introduction and closing statements)
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin (Opinion writing, reasons and support)
- *The Important Book* by Margaret Wise Brown (Descriptive word choice)
- *If You Give a Mouse a Cookie* by Laura Numeroff (Order of events, transition words)
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Descriptive language, reflecting on writing)
- *Rocket Writes a Story* by Tad Hills (Publishing writing, revision, and editing)
- *Voices in the Park* by Anthony Browne (Understanding different perspectives in conversations)
- *Chrysanthemum* by Kevin Henkes (Discussing feelings and building on ideas)
- *The Name Jar* by Yangsook Choi (Asking questions and understanding different cultural perspectives)
- *Last Stop on Market Street* by Matt de la Peña (Careful listening and recounting experiences)
- *Those Shoes* by Maribeth Boelts (Using norms of conversation and discussing difficult topics)
- *I Am Enough* by Grace Byers (Connecting comments and building on others' ideas)
- *A Bad Case of Stripes* by David Shannon (Adjectives and

• http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

• <http://www.sightwords.com/>

FCCR

• www.lindahoyt.com/tips.html

• <http://www.readwritethink.org/>

• <http://readingandwritingproject.org/> • <http://www.schrockguide.net/-http://twowritingteachers.wordpress.com>

• www.lindahoyt.com/tips.html • <http://www.readwritethink.org/> • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

• <http://readingandwritingproject.org/>

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• <http://readingandwritingproject.org/>

• www.lindahoyt.com/tips.html

• <http://www.seymoursimon.com/index.php/blog/>

Reading

• <http://readingandwritingproject.org/>

• www.jenniferserravallo.com/blog

• <http://www.wegivebooks.org/books>

• http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

• <http://www.sightwords.com/>

adverbs)

- *Charlotte's Web* by E.B. White (Irregular plural nouns and verbs)
- *Dear Mr. Blueberry* by Simon James (Commas in letters)
- *Jamaica's Blue Marker* by Juanita Havill (Context clues and vocabulary)

• www.lindahoyt.com/tips.html

• <http://www.readwritethink.org/>

• <http://www.lesterlaminack.com/blog.htm>

• www.seymoursimon.com/index.php/blog

• <https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684>

Writing & Language

• <http://readingandwritingproject.org/>

• <http://www.schrockguide.net/>

• <http://twowritingteachers.wordpress.com>

• www.lindahoyt.com/tips.html

• <http://www.readwritethink.org/>

• http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

Speaking & Listening

• <http://readingandwritingproject.org/>

• www.lindahoyt.com/tips.html

Critical Thinking

• <http://readingandwritingproject.org/>

- <http://kylenebeers.com/blog/feed>
- www.lindahoyt.com/tips.html
- www.seymoursimon.com/index.php/blog

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

-Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Expose students to beyond level texts
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Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts.
<https://www.nj.gov/education/standards/ela/Index.shtml>