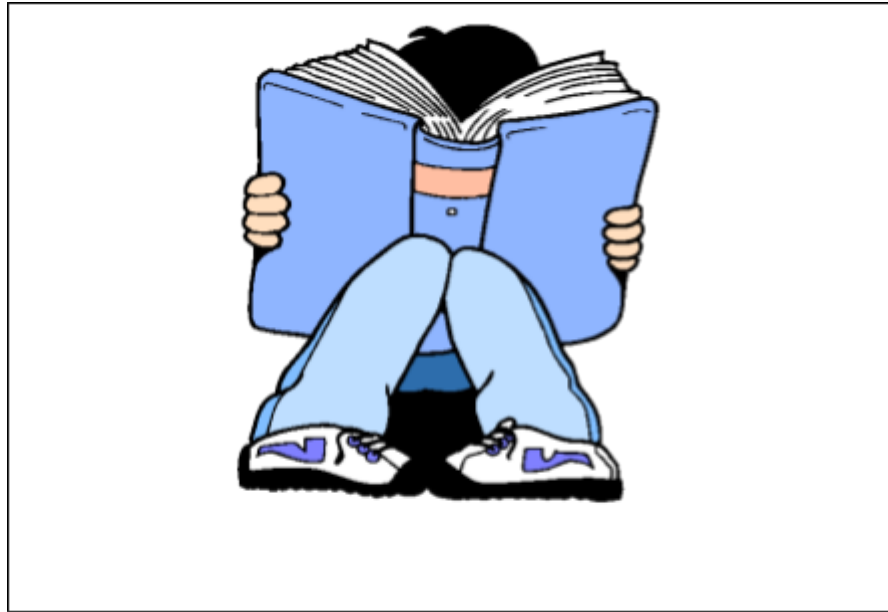


# ENGLISH LANGUAGE ARTS



## Grade 2: Unit 2

### Informative Writing

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## *Course Description* *(Workshop Model)*

Second grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 2nd grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 2nd grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

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## *Rationale*

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

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## *ESL Framework*

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

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## Pacing Chart – Unit 2

**Topic: Reading Literature and Informational Text  
Explanatory Writing**

**NJSLS**

**DISTRICT RESOURCES**

**Vocabulary:** Words to Know (High-Frequency Words), Target Vocabulary, Domain Specific Vocabulary, Spelling Words, and Terms About Reading/Language Arts

**Reading Instruction:** Journeys: Animal Homes, Agriculture, Weather, Traditional Tales, Ocean Life

**Guided Reading:** Teachers will meet daily with guided reading groups using the materials specific to their students’ reading level, with the end goal being students reading at level I by the end of first grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.

**Writer’s Workshop:** Journeys: Informative Writing (Informational paragraph, Instructions)

**Reading Standards:**

**Literature**

RL.2.1, RL.2.2, RL.2.3,  
RL.2.4, RL.2.5, RL.2.7,  
RL.2.10

**Informational**

RI.2.1, RI.2.2, RI.2.3,  
RI.2.4, RI.2.5, RI.2.6,  
RI.2.7, RI.2.8, RI.2.9,  
RI.2.10

**Reading Foundational Skills:**

RF.2.3E,F, RF.2.4,A,B, C,

**Writing Standards:**

W.2.1,W.2.2, W.2.5, W.2.6, W.2.7,  
W.2.8

**Language Standards:**

L.2.1A,B, F, L.2.2A,C, D, E,  
L.2.3.A, L.2.4A,B,C, D, E,  
L.2.5A, L.2.6

**Speaking and Listening Standards:**

SL.2.1A,B,C, SL.2.2, SL.2.3, SL.2.4,  
SL.2.6

**Instruction: 8 weeks**

**Assessment: 1 week**



## Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

Model (I Do), Prompt (We Do), Check (You Do)

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing



# Educational Technology

## Standards

8.1.2.A.2, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.E.1

### Technology Operations and Concepts

- Create a document with text using a word processing program.

**Example:** Students will utilize Microsoft word to produce and publish their informational/ explanatory writing pieces developed in Lab Reports and Science Books.

### Creativity and Innovation

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

**Example:** Students will use Microsoft word to create a clip art presentation to convey ideas based on their informative writing.

### Communication and Collaboration

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

**Example:** Students will engage in discussions of the book “Animals Building Homes” and “Whose Home is this?”, and share through media with common grade level

### Research and Information Literacy

- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

**Example:** Students will use the internet to explore the habitats of animals. Through their exploration they will deepen their understanding of different types of habitats.



# Computer Skills

## Basic Computer Skills

Turn the monitor and computer on and off  
Log on and off of the computer  
Log on to the computer with user ID  
Verbally identify and use all computer parts

## Word Processing Skills

Locate and use Function Keys Type, edit and print simple sentences  
Type, edit and print simple sentences Capital letter at beginning of sentence Spacebar once between words and sentences Period/Question Mark at the end of sentence Backspace/Delete to edit incorrect letters in body of text

## Keyboarding Skills

Demonstrate awareness of home row keys  
Demonstrate proper fingering of home row keys

## Internet Skills

Use a web browser to search on specific sites

## Programs

Microsoft Word  
Internet Explorer





# Career Ready Practices

## Standards

CRP1, CRP4, CRP8, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**

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

**Example:** Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students will communicate, through a combination of drawing, dictating, and writing to compose informational/explanatory writing as part of Writer's Workshop.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**Example:** Students will complete the writing across texts task. Students will be required to think critically when writing their informative piece.



· **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Example:** Students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk small group discussion to identify author's purpose, based on text evidence

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

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**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<p><b>6- Reaching</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language reflective of the content areas at grade level</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>· Oral or written communication in English comparable to proficient English peers</li> </ul>
<p><b>5- Bridging</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>· Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<p><b>4- Expanding</b></p>	<ul style="list-style-type: none"> <li>· Specific and some technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>· Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</li> </ul>
<p><b>3- Developing</b></p>	<ul style="list-style-type: none"> <li>· General and some specific language of the content areas</li> <li>· Expanded sentences in oral interaction or written paragraphs</li> <li>· Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<p><b>2- Beginning</b></p>	<ul style="list-style-type: none"> <li>· General language related to the content area</li> <li>· Phrases or short sentences</li> <li>· Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</li> </ul>

**1- Entering**

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>· Extra time for assigned tasks</li> <li>· Adjust length of assignment</li> <li>· Timeline with due dates for reports and projects</li> <li>· Communication system between home and school</li> <li>· Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>· Extra Response time</li> <li>· Have students verbalize steps</li> <li>· Repeat, clarify or reword directions</li> <li>· Mini-breaks between tasks</li> <li>· Provide a warning for transitions</li> <li>· Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>· Precise step-by-step directions</li> <li>· Short manageable tasks</li> <li>· Brief and concrete directions</li> <li>· Provide immediate feedback</li> <li>· Small group instruction</li> <li>· Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher-made checklist</li> <li>· Use visual graphic organizers</li> <li>· Reference resources to promote independence</li> <li>· Visual and verbal reminders</li> <li>· Graphic organizers</li> </ul>

<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>· Computer/whiteboard</li> <li>· Tape recorder</li> <li>· Spell-checker</li> <li>· Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>· Extended time</li> <li>· Study guides</li> <li>· Shortened tests</li> <li>· Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>· Consistent daily structured routine</li> <li>· Simple and clear classroom rules</li> <li>· Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>· Individual daily planner</li> <li>· Display a written agenda</li> <li>· Note-taking assistance</li> <li>· Color code materials</li> </ul>



## Differentiated Instruction

### Accommodate Based on Students' Individual Needs:

- Leveled Text ·  
    Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Use of oral assessment
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships



## Interdisciplinary Connections

### **Science:**

**Standard:** 2-LS4-1; 2-LS2-1; 2-LS2-2

Grow a Plant

At [www.bbc.co.uk/schools/science\\_clips/ages/5\\_6/growing\\_plants\\_fs.shtml](http://www.bbc.co.uk/schools/science_clips/ages/5_6/growing_plants_fs.shtml) students can grow a plant, labeling the parts of the plant, and take a quiz on their knowledge of plant growth. Comprehension Clubs- “*Living Things*”

### **Science/Literacy:**

**Standard:** 2-LS4-1; 2-LS2-1; 2-LS2-2

Who Eats What?

Invite children to work in pairs to make a game that matches predators and prey from the reading. Have them use 12 index cards to draw and label six different predators and their prey. When the cards are ready, children can place them facedown and invite other children to turn cards over and make matches.

### **Technology**

**Standard:** 8.1.2.A.1; 8.1.2.A.4

Have students use Microsoft Word to type and edit one of this unit’s writing activities. Assist students in utilizing the *cut* and *paste* commands to move whole highlighted sentences or blocks of text. If the *drag* and *drop* function is available, have students practice highlighting and using that function.



## Assessments

**Required District/State Assessments**

- DIBELS  
(Refer to the district assessment calendar for the appropriate testing window)
  
- TERRANOVA  
(Refer to the district assessment calendar for the appropriate testing window)
  
- End of Unit Assessment  
(Students with CPL  $\geq$ 3.5)
  
- ESL Unit Level Assessment  
(Students with CPL  $\leq$ 3.4)
  
- W-APT oral language proficiency test / ACCESS

**Suggested Formative/Summative Classroom Assessments**

- Short constructed response questions ·
- Multiple Choice questions
- Quizzes ·
- Journals ·
- Essays
- Quick writes
  
- Summative chapter test ·
- Projects
- Portfolio ·
- Exit Slips
- Graphic Organizers
  
- Presentations (incorporating Web 2.0 tools) ·
- Homework
- Anecdotal Notes
  
- Student Conferencing

Grade: 2	ELA Standards	Standards in each Unit				
		6	7	8	9	10
<b>LANGUAGE</b>						
L.2.1A	Use collective nouns (e.g., <i>group</i> ).	X			X	
L.2.1B	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	X				
L.2.1C	Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).					X
L.2.1D	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	X		X		
L.2.1E	Use adjectives and adverbs, and choose between them depending on what is to be modified.					X
L.2.1F	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).			X		
L.2.2A	Capitalize holidays, product names, and geographic names.		X			
L.2.2B	Use commas in greetings and closings of letters.					
L.2.2C	Use an apostrophe to form contractions and frequently occurring possessives.					
L.2.2D	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).					
L.2.2E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.					
L.2.3A	Compare formal and informal uses of English.					X
L.2.4A	Use sentence-level context as a clue to the meaning of a word or phrase.	X	X		X	
L.2.4B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	X				
L.2.4C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).					X
L.2.4D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).			X		

L.2.4E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	X	X	X		X
L.2.5A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	X	X	X	X	X
L.2.5B	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).					
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., <i>When other kids are happy that makes me happy</i> ).	X	X	X	X	X

READING: FOUNDATIONAL SKILLS						
RF.2.3A	Know spelling-sound correspondences for common vowel teams.					
RF.2.3B	Decode regularly spelled two-syllable words with long vowels.					
RF.2.3C	Decode words with common prefixes and suffixes.					
RF.2.3D	Identify words with inconsistent but common spelling-sound correspondences.					
RF.2.3E	Recognize and read grade-appropriate irregularly spelled words.			X	X	
RF.2.4A	Read grade-level text with purpose and understanding.	X	X	X	X	X
RF.2.4B	Read grade-level text orally with accuracy, appropriate rate, and expression.	X	X	X	X	
RF.2.4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		X		X	X
READING: LITERATURE						
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		X		X	
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.		X		X	
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.		X		X	



RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			X	X	
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.		X			
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.					
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		X			
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.					
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.		X	X	X	
<b>READING: INFORMATIONAL TEXT</b>						
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a	X		X		X

	text.					
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			X		
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			X		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	X	X			
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	X				
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X			X
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		X	X		X
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.					X
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	X	X			
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Actively engage in group reading activities with purpose and understanding.	X				X
<b>WRITING</b>						
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.			X	X	X
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	X		X		X
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.					
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.				X	X
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.	X		X		X
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			X	X	X

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.					
<b>SPEAKING AND LISTENING</b>						
SL.2.1A	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	



	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).						X
SL.2.1B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	X	X	X	X	X	X
SL.2.1C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	X	X	X	X	X	X
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		X	X	X		
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	X		X			X
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X		X			
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.						
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X	X	X

<b>Grade: 2</b>	<b>Lessons: 6-10</b>	<b>Topic: Reading Literature/Informational Text and Informative Writing</b>
<b>Standards: NJSLs:</b> Reading Literature 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10 Reading Informational: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 Reading Foundational Skills: 2.3E,F, 2.4,A,B, C, Writing: 2.1,2.2, 2.5, 2.6, 2.7, 2.8 Language 2.1A,B, F, 2.2A,C, D, E, 2.3.A, 2.4A,B,C, D, E, 2.5A, 2.6 Speaking and Listening 2.1A,B,C,,2.2, 2.3, 2.4,2.6		

### Journeys Lesson 6- 10

This unit introduces animals and animal homes and what is special about animals that live in the ocean. Furthermore, the unit discusses how to plant a garden, how storms can be dangerous, how stories can help you learn. and allows students to support reasons that support the author's points in a text.

#### Required Resources

**Texts:**

Animals Building Homes, *Wendy Perkin*

The Ugly Vegetable, *Grace Lin*

Super Storms, *Seymour Simon*

How Chipmunk Got His Stipes, *Joseph Bruchac and James Bruchac*

Jellies: The Life of Jellyfish, *Twig C. George*



**New Jersey Student Learning Standard (NJSL) RL.2.1**

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

**Essential Element of the NJSL:** Answer who and where questions to demonstrate understanding of details in a familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> <li>· Respond to questions asked to demonstrate understanding of key details</li> <li>· Utilize textual evidence to support thinking when asking and answering general questions</li> </ul>	<ul style="list-style-type: none"> <li>· Who is the story about?</li> <li>· Where did it take place?</li> <li>· Which of these details is really important to the story?</li> <li>· Can you outline the key details in the text?</li> <li>· How do you know that it is a key detail?</li> </ul>	<ul style="list-style-type: none"> <li>· Given six details from a story, students will identify which details are important and which are insignificant.</li> <li>· Engage in a think pair share ask and respond to questions (who, what, where, when, why and how).</li> <li>· After reading a text, students will determine and highlight the important details from the text.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and respond to who, what, where, and when questions.</li> <li>· Recall key details from a story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who is the story about?</li> <li>▪ Where did the story take place?</li> <li>▪ When did the story take place?</li> <li>▪ What happened in the story?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Given six details, students will select which details are from the story.</li> <li>▪ Engage in a think pair share and respond to questions (who, what, when, where).</li> </ul>

<p>· ESL Levels 1-2.4 ·</p> <p>WIDA 2: Reading, Speaking</p>	<p>· Ask and respond to <i>who and where</i> questions.</p> <p>· Recall key details from a story</p>	<p>▪ Who is in the story, _____ or _____?</p> <p>▪ Is the story taking place in _____?</p> <p>▪ Where is the story taking</p>	<p>▪ Students complete a graphic organizer to provide a visual representation or short phrased response of details from the text.</p> <p>▪ Students draw a picture of the character and</p>
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· Special Education Students - Low Group		place?	setting of the story. ▪ Teacher reads story aloud in chunks and match illustration to key words and phrases.
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**New Jersey Student Learning Standard (NJSL) RL.2.3**

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

**Essential Element of the NJSL:** Identify the actions of the characters in a story using key details.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"><li>· General Education</li><li>· ESL Students Levels 4-5</li><li>· Special Education Students High Group</li></ul>	<ul style="list-style-type: none"><li>· Identify the characters in the story</li><li>· Identify key details in the story</li><li>· Consider how characters are involved in a story</li><li>· Analyze their reactions to story events</li><li>· Identify how the characters solve the problem</li></ul>	<ul style="list-style-type: none"><li>· Can I retell the story in sequential order?</li><li>· Who are the major and minor characters?</li><li>· How do the major/minor characters respond to important challenges in the story?</li><li>· What effect do the events in the story have on the characters?</li><li>· How does the character change throughout the story?</li></ul>	<ul style="list-style-type: none"><li>· Given an event and three characters, students will match each character to their listed responses.</li><li>· Incorporate a character trait reading response graphic organizer during reading.</li><li>· Select a character in a story that you have read to the students (or that all the students have read), and then create a character map for that character. This map will serve as the demonstration model you show the class during the introduction.</li></ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand sequence of events in a story.</li> <li>· Describe how characters face different events and challenges in a story.</li> <li>· Understand major characters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can I retell the story in sequential order?</li> <li>▪ How do the characters respond to important challenges in the story?</li> <li>▪ What effect do the events in the story have on the characters?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Given an event and three characters, students will match each character to their listed responses.</li> <li>▪ Incorporate a character trait reading response graphic organizer during reading.</li> <li>▪ After reading a selection, students are given an opportunity to discuss and describe the actions of characters through the support of sentence frames and word</li> </ul>
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		<ul style="list-style-type: none"> <li>▪ How does the character change throughout the story?</li> <li>▪ Who are the major characters?</li> </ul>	<p>lists/word walls.</p> <ul style="list-style-type: none"> <li>▪ Select a character in a story that you have read to the students (or that all the students have read), and then create a character map for that character. This map will serve as the demonstration model you show the class during the introduction.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand sequence of events in a story.</li> <li>· Describe how characters face different events and challenges in a story.</li> <li>· Understand major characters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can I draw the story in sequential order?</li> <li>▪ How do the characters respond to important challenges in the story?</li> <li>▪ What effect do the events in the story have on the characters?</li> <li>▪ How does the character change throughout the story?</li> <li>▪ Who are the major characters?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Given an event and three characters, students will match each character to an illustration that demonstrates that characters response.</li> <li>▪ Incorporate a character trait reading response graphic organizer during reading with a list and visuals of different character traits.</li> <li>▪ After reading a selection, students can act out character traits based on the character's reaction(s) to an event(s) in the story.</li> <li>▪ Select a character in a story that you have read to the students (or that all the students have read), and then create a character map with visuals for that character. This map will serve as the demonstration model you show the class during the introduction.</li> </ul>



**New Jersey Student Learning Standard (NJSL) RL.2.4**

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

**Essential Element of the NJSLS:** Use rhyming or repetitions to identify words that meaningfully complete a familiar story, poem, or song.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Analyze how words and phrases provide meaning to a poem, story, or song</li> <li>· Identify the parts of the poem that rhyme</li> <li>· Identify the parts of the poem that show the beat</li> <li>· Determine which part shows alliteration</li> <li>· Define words and phrases specific to grade 2</li> </ul>	<ul style="list-style-type: none"> <li>· Can you identify words that rhyme?</li> <li>· What is difference between a word, a phrase, or a sentence?</li> <li>· Find a sentence that shows an example of alliteration.</li> <li>· Can you come up with a sentence where all the words start with the letter _____?</li> <li>· Identify words that rhyme.</li> <li>· Identify and clap the rhythm in a stanza.</li> <li>· Do you see any repetition in this story, poem, or song?</li> <li>· Why do you think the author repeated that line?</li> <li>· How do you know this is a poem and not a story?</li> </ul>	<ul style="list-style-type: none"> <li>· Students write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Students share the sounds where they choose in the poems. Once they practice the poems and share with the class, student must also share the reasoning as to why the sound best fit in the poem where it was placed.</li> <li>· Use the following website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As they become familiar with the term alliteration and how it is used in the poems, ask students to describe how the words give the reader a better understanding of the poem?</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how words and phrases provide meaning to a poem, story, or song</li> <li>· Identify the parts of the poem that rhyme</li> <li>· Identify the parts of the poem that show the beat</li> <li>· Determine which part shows alliteration</li> <li>· Define words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>· Can you show me words that rhyme?</li> <li>· Do you know the difference between a word, a phrase, or a sentence?</li> <li>· Can you find a sentence that shows an example of alliteration?</li> <li>· Can you come up with a sentence where all the words start with the letter _____?</li> <li>· Identify and clap the rhythm in this stanza.</li> <li>· Do you see any repetition in this story, poem, or song?</li> <li>· Why do you think the author repeated that line _____ or _____?</li> <li>· Do you know if this is a poem and not a story?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Teacher will share where the sounds were they choose in the poems. Students will practice listening for the sounds in further readings of the poem. Teacher will also share with the class the reasoning as to why the sound best fit in the poem where it was placed.</li> <li>· Use any website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As a whole class, students will describe how the words give the reader a better understanding of the poem. Teacher will chart the student responses.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading,</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how words and phrases provide meaning to a poem, story, or song</li> </ul>	<ul style="list-style-type: none"> <li>· Do the words _____ and _____ rhyme?</li> <li>· Do you know the difference between a</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Teacher will share where the sounds were they choose in</li> </ul>

<p>Speaking</p> <ul style="list-style-type: none"> <li>· Special Education Students - Low Group</li> <li>· (This section will be completed by the bilingual and special education supervisors)</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the parts of the poem that rhyme</li> <li>· Identify the parts of the poem that show the beat</li> <li>· Define words and phrases</li> </ul>	<p>word, a phrase, or a sentence? Is a word/phrase/sentence _____?</p> <ul style="list-style-type: none"> <li>· Do you know alliteration?</li> <li>· Does this sentence have all the words starting with the letter _____?</li> <li>· Identify and clap the rhythm in this stanza while I read it.</li> <li>· Do you see any repetition in this story or song?</li> <li>· Why do you think the author repeated that line? _____?</li> <li>· Do you know if this is a poem?</li> </ul>	<p>the poems. Students will practice listening for the sounds in further readings of the poem. Teacher will also share with the class the reasoning as to why the sound best fit in the poem where it was placed.</p> <ul style="list-style-type: none"> <li>· Use any website to print rhyming poems and disperse to the classroom in a station or as a whole group. Students read and highlight the words in the poem that rhyme. As a class they will chart the rhyming words.</li> </ul>
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**New Jersey Student Learning Standard (NJSLS) RL.2.5**

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

**Essential Element of the NJSLS:** Determine the beginning and ending of a familiar story with a logical order and identify how each part builds on an earlier section.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends</li> <li>· Describe the parts of a story (beginning and end)</li> <li>· Describe how the parts of the story build from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>· Describe the beginning, middle, and end of the story.</li> <li>· What are the character's problems?</li> <li>· Read to your partner the section where the character's problem begins to be solved.</li> <li>· How does the character solve the problem?</li> <li>· Look at this section, why did the author add _____?</li> <li>· Analyze this paragraph, what is the author trying to tell you?</li> <li>· What information does the author include at the beginning of the story that helps you understand the rest of the story?</li> <li>· In which part of the story does most of the action</li> </ul>	<ul style="list-style-type: none"> <li>· Students are given the sentence prompt "A strong beginning has...", and they are to complete the sentence with a list of story beginning traits. This can be done on chart paper in a list format or in a concept web format.</li> </ul>
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		occur?	
<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the introduction as the beginning and the conclusion where action ends</li> <li>· State the parts of a story (beginning and end)</li> <li>· List how the parts of the story build from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>· List the beginning, middle, and end of the story.</li> <li>· Are the character's problems _____ and/or _____?</li> <li>· Does the characters problem get solved _____(list a section of the story)?</li> <li>· How does the character solve the problem, by _____ or _____?</li> <li>· Look at this section; did the author add _____ to _____ or _____?</li> <li>· Analyze this paragraph, is the author trying to tell you _____?</li> <li>· Does the author include _____ information at the beginning of the story that helps you understand the rest of the story?</li> <li>· Does most of the action occur during the beginning, middle or end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>· As a whole class, the teacher will ask student to list the parts of a story; beginning, middle and end. They will list the traits associated with each story part and how they build throughout the story. Teacher will model how to identify these traits using a well-known story.</li> </ul>

· ESL Levels 1-2.4	· Know that the introduction is the beginning	· Does _____ happen in the beginning/middle/end of the story?	· As a whole class, the teacher will ask student to list the parts of a story; beginning, middle and end. The teacher will list the traits
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<ul style="list-style-type: none"> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Know conclusion is the end</li> <li>· State/point the beginning and end of a story</li> <li>· Understand that the story builds from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>· Is _____ the character's problems?</li> <li>· Does the characters problem get solved?</li> <li>· Does the character solve the problem by _____?</li> <li>· Look at this section; did the author add _____ to _____?</li> <li>· Analyze this sentence, is the author trying to tell you _____?</li> <li>· Does the author include _____ information at the beginning of the story that helps you understand the rest of the story?</li> <li>· Does most of the action occur during the beginning/middle/end of the story?</li> </ul>	<p>associated with each story part and how they build throughout the story. Students will then draw a picture to show the beginning and ending of a well-known story.</p>
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**New Jersey Student Learning Standard (NJSL) RL.2.7**

**NJSL:** RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Essential Element of the NJSL:** Identify illustrations or objects/tactual information in print or digital text that depict characters.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"><li>· General Education</li><li>· ESL Students Levels 4-5</li><li>· Special Education Students High Group</li></ul>	<ul style="list-style-type: none"><li>· Utilize information from illustrations, pictures and words from print or digital text</li><li>· Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot</li></ul>	<ul style="list-style-type: none"><li>· What clues in story do the illustrations, plot and characters in the story provide to help you understand the setting in the story?</li><li>· What did you learn about the characters, setting, or plot from the words the author used?</li></ul>	<ul style="list-style-type: none"><li>· Have students use graphic organizers and charts to analyze illustrations, individual word choices or phrases to describe a character. Then create a “Character T-Shirt.”</li><li>· Given a story, students will identify the character, setting and plot.</li></ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand and describe the character, plot and setting of the story.</li> <li>· Analyze the illustrations to have a better understanding of the meaning of the story.</li> <li>· Use stories/text with illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at this illustration in the book, what does it show you about the setting? Character? Plot?</li> <li>▪ What words from the text or illustration can you use to describe the character?</li> <li>▪ What words from the text or illustration can you use to describe the setting? How was the problem solved?</li> </ul>	<ul style="list-style-type: none"> <li>▪ After reading a story and viewing the illustrations, students will describe the characters, setting, or plot and share with a peer their findings. Sentence starters may be given to assist the students in developing their oral or written skills.</li> <li>▪ Highlight and chart description words for characters and setting.</li> <li>▪ Given a text, students will analyze the text information and illustrations in order to describe the character, setting or plot.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand and describe the character, plot and setting of the story.</li> <li>· Use the illustrations to describe the character, setting and plot of the story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at this illustration in the book, how does the character feel/look?</li> <li>▪ Look at this illustration in the book, what is one word that describes the setting?</li> <li>▪ Where does the story take place?</li> <li>▪ Which picture best shows what the story is about?</li> </ul>	<ul style="list-style-type: none"> <li>▪ After listening to a story and viewing the illustrations, students will select words from a word bank that describe the characters, setting, or plot and share with a peer their findings. The teacher can add these new words to a word wall and color code to provide a visual of different words in each category.</li> <li>▪ Given a text with illustrations, students will listen for key words that describe the characters, setting or plot.</li> </ul>



**New Jersey Student Learning Standard (NJSL) RL.2.10**

**NJSL:** RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

**Essential Element of the NJSL:** Actively engage in shared reading of stories and poetry for clearly stated purposes.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate good reading habits</li> <li>· Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>	<ul style="list-style-type: none"> <li>· Have you read any poems, adventure stories, or fairy tales lately?</li> <li>· Can you tell me what you have liked so far about the text (prose/poetry)?</li> <li>· Does this story/poem remind you of any other stories/poems we have read?</li> <li>· Compare this piece to other pieces of text you have read and identify similarities between the two pieces.</li> <li>· What other stories or poems have you read about _____?</li> <li>· What makes you think that will happen?</li> <li>· How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>· Allow students to decorate a bulletin board tree with different poems that correlate to a theme throughout the year. Students can practice for fluency before hanging their poem on the tree and give supporting evidence as to why it belongs with that theme.</li> <li>· Provide time to have discussion about a book recently read with a peer or older student. Provide a template of information that should be included when speaking about a book that has been read such as the setting, main characters, problem, steps to solve the problem, and solutions. If the text is informational, include the main idea, three or four supporting details and what is one question that the reader still has. Also, discuss the structure of the text with regards to table of contents, glossary, bold faced words, photographs, etc.</li> </ul>

<ul style="list-style-type: none"><li>· ESL Levels 2.5-3.9</li><li>· WIDA 2: Reading,</li></ul>	<ul style="list-style-type: none"><li>· Demonstrate good reading habits</li><li>· Read various types of</li></ul>	<ul style="list-style-type: none"><li>· Have you read any poems, adventure stories, or fairy tales lately?</li></ul>	<ul style="list-style-type: none"><li>· Allow students to make a story collage of the favorite stories and poems they have read.</li></ul>
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<p>Speaking</p> <ul style="list-style-type: none"> <li>· Special Education Students - Mid Group</li> </ul>	<p>leveled texts proficiently, independently, and closely</p>	<ul style="list-style-type: none"> <li>· Can you tell me what you have like about this story?</li> <li>· Does this story/poem remind you of _____ stories/poems that we read?</li> <li>· Compare _____ story to _____ story can you tell me something that is the same in both?</li> <li>· Have you read another story about _____?</li> </ul>	<p>They can draw pictures, use words from the story/poem or use the story illustrations. Teacher will help the students sort the stories/poems into themes so that each collage can be theme based.</p> <ul style="list-style-type: none"> <li>· Provide time to have a class discussion about a book recently read by the teacher. Working with a partner, class will complete a graphic organizer that will include the setting, main characters, problem, and solutions. They will then report out their information which will be recorded on an anchor chart.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand good reading habits</li> <li>· Read/listen to various types of leveled texts proficiently and closely</li> </ul>	<ul style="list-style-type: none"> <li>· Was _____ the last poem/story that you read?</li> <li>· Did you like _____ or _____ about that poem/story?</li> <li>· Did _____ happen in the stories _____ and _____?</li> <li>· What is (can you show me) the next story you would like to read?</li> </ul>	<ul style="list-style-type: none"> <li>· Allow students to work in groups and make a story collage of two or three stories and/or poems they have read/listened to. They can draw pictures, use words from the story/poem or use the story illustrations. Teacher will ensure the provided stories are of the same theme.</li> <li>· Provide time to have a class discussion about a book recently read by the teacher. Working as a whole group, the class will complete a graphic organizer that will include the setting, main characters, problem, and solutions. The information will be recorded on an anchor chart.</li> </ul>



**New Jersey Student Learning Standard (NJSL) RI.2.1**

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

**Essential Element of the NJSLS:** Answer who and what questions to demonstrate understanding of details in a familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> <li>· Respond to questions asked to demonstrate understanding of key details</li> <li>· Utilize textual evidence to support thinking when asking and answering general questions</li> </ul>	<ul style="list-style-type: none"> <li>· Asking yourself questions that will help you understand the text, like: What is the text about? What is the author telling me? Why did the events in the text occur?</li> <li>· Why do you think the author included that detail?</li> <li>· Where in the passage did you find that key detail?</li> <li>· How do you know that is a key detail?</li> <li>· What details are important in order to tell the text?</li> <li>· How do the key details make a difference?</li> </ul>	<ul style="list-style-type: none"> <li>· Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the text, they raise the Agree card. If not, they raise the Disagree card.</li> <li>· Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence or a question using that word about the text. The teacher can inform the students as to how many times they roll the cube.</li> <li>· Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions.</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer who, what, where, when questions</li> <li>· Understand key details</li> <li>· Identify the main ideas and key details within the text</li> </ul>	<ul style="list-style-type: none"> <li>· Who/what is this text about?</li> <li>· Where did it take place?</li> <li>· What is happening in the text?</li> </ul>	<ul style="list-style-type: none"> <li>· After reading an appropriately leveled informational text, students will complete a graphic organizer to note who, what, where and when the story took place.</li> <li>· Given an excerpt, students will demonstrate understanding of key details by answering</li> </ul>
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<p>Students - Mid Group</p>		<ul style="list-style-type: none"> <li>· When is this story taking place?</li> </ul>	<p>“wh” questions about the text</p>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>· Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer who, what, where, when questions</li> <li>· Understand key details</li> </ul>	<ul style="list-style-type: none"> <li>· Is this text about _____ or about _____?</li> <li>· Where is this occurring?</li> <li>· When is this occurring?</li> </ul>	<ul style="list-style-type: none"> <li>· After reading an appropriately leveled informational text, students will complete a graphic organizer to note who, what, where and when the story took place.</li> <li>· Given an excerpt, students will demonstrate understanding of key details by answering “wh” questions about the text</li> </ul>



**New Jersey Student Learning Standard (NJSLS) RI.2.3**

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

**Essential Element of the NJSLS:** Identify individuals, events, or details in an informational text.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify how different historical events, scientific ideas, or “how to” procedures link together in a text</li> <li>· Identify text details, events, or ideas that are chronological or sequential</li> <li>· Retell chronological or sequential text details in the appropriate order</li> <li>· Compare and contrast ideas from the text</li> </ul>	<ul style="list-style-type: none"> <li>· How did inventing _____ change history?</li> <li>· How did the life of <i>(historical figure)</i> effect people today?</li> <li>· Which step would you do first? Which would you do last?</li> <li>· How has this _____ changed over time?</li> <li>· Show me how scientific ideas or concepts are the same and how they are different?</li> <li>· Using a timeline, sequence the historical events compare the historical events to your present life.</li> <li>· Is the past important? What can we learn from the past?</li> <li>· Why is it important to do step 1 in a technical procedure before step 3?</li> <li>· What do you think would</li> </ul>	<ul style="list-style-type: none"> <li>· After reading a set of books of related historical events, have the students draw a timeline of the events from the various stories in order. i.e., Read Underground Railroad, Tubman, and Lincoln; Moving to Jesse Own, Rosenwald (1920), Rosa Parks (1955), Ruby Bridges and the Greensboro Sit-In (1960), and, finally, Martin Luther King, Jr. Grouping: partner or individual</li> <li>· Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. Since many texts can be confusing to students this strategy can help students focus in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way.</li> </ul>
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		happen if you did not follow the steps in order?	
<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Compare scientific ideas or concepts.</li> <li>· Understand the sequence of steps in a technical procedure.</li> <li>· Describe how a scientific event influences another.</li> </ul>	<ul style="list-style-type: none"> <li>· How did inventions change history?</li> <li>· Which step would you do first and which step would you do last?</li> <li>· Why is it important to do step 1 first?</li> <li>· What do you think would happen if you did not follow the steps in order?</li> </ul>	<ul style="list-style-type: none"> <li>· After reading an appropriately leveled text about scientific inventions students use highlighters to highlight the invention and textual evidence to support how that invention changed history</li> <li>· Given a list of technical procedure steps, students will place the steps in correct order.</li> <li>· Teacher and students will engage in an accountable talk discussion (using accountable talk stems) about historical events, inventions and scientific concepts.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand scientific ideas or concepts.</li> <li>· Understand the sequence of steps in a technical procedure.</li> <li>· Know how a scientific event influenced another.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did this invention change history?</li> <li>▪ Would you do step ____ or _____ first?</li> <li>▪ Do you think you need to follow the steps in order?</li> </ul>	<ul style="list-style-type: none"> <li>- After reading an appropriately leveled text with illustrations about scientific inventions students match the invention to a picture that shows how that invention changed history</li> <li>- Given illustrations that demonstrate technical procedure steps, students will place the steps in correct order.</li> </ul>



**New Jersey Student Learning Standard (NJSL) RI.2.4**

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

**Essential Element of the NJSLS:** Identify words related to a topic of a text.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Analyze how words and phrases provide meaning to a poem, story, or song</li> <li>· Define words and phrases specific to grade 2</li> </ul>	<ul style="list-style-type: none"> <li>· Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word.</li> <li>· What will you do if you come to a word you don't know?</li> <li>· Remember to look at our poster if you need help understanding a word.</li> <li>· What strategies can you use to help find out what a word means?</li> <li>· How does the particular meaning of the same word change in different contexts?</li> <li>· Explain the meaning of the word that includes a prefix or suffix from the text.</li> <li>· Did you try using the computer's dictionary to find the meaning of the word?</li> </ul>	<ul style="list-style-type: none"> <li>· Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards.</li> <li>· A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Determine the meaning of new words or phrases.</li> <li>· Identify the meaning of root words in a text.</li> <li>· Show understanding of key facts or information in a text.</li> <li>· Demonstrate understanding of text features: glossaries, bold print, and subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What will you do if you come to a word you do not know?</li> <li>▪ What strategies can you use to help you find what a word means?</li> <li>▪ Where would you find a glossary or index in your book?</li> <li>▪ Can you retell key facts from the text?</li> </ul>	<ul style="list-style-type: none"> <li>· Engage in a cloze sentence/text activity. Given five sentences students have to replace the underlined word with a new vocabulary word.</li> <li>· After reading an appropriately leveled text, highlight unknown words and discuss with a partner the meaning of the word using context clues. Think pair share.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Determine the meaning of new words or phrases.</li> <li>· Demonstrate understanding of text features: glossaries, bold print, and subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What will you do if you come to a word you do not know?</li> <li>▪ Where would you find a glossary or index in your book?</li> <li>▪ Which of the following is a key fact from the text?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher demonstrates using a glossary to determine the meaning of words.</li> <li>· After reading an appropriately leveled text with illustrations, teacher will demonstrate how to locate information in those illustrations.</li> </ul>



**New Jersey Student Learning Standard (NJSL) RI.2.5**

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

**Essential Element of the NJSL:** Identify details in informational text or its graphic representations.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>• Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information</li> <li>• Identify which text features help you find important information about what you're reading</li> <li>• Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text</li> </ul>	<ul style="list-style-type: none"> <li>· Can you find _____ features in the text?</li> <li>· Identify the index, glossary, and heading and locate words in bold print.</li> <li>· Are there any words that are written in bold print? Why do you think the author wrote that word in bold print?</li> <li>· Where would you find a glossary or index in your book?</li> <li>· Retell key facts from text.</li> <li>· Under the subheading of _____, find a key fact.</li> <li>· Why are icons important, and how do they help us locate key facts?</li> <li>· On the computer, can</li> </ul>	<ul style="list-style-type: none"> <li>· Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose.</li> <li>· With a partner, students search through a given text and record any text features they encounter and write its purpose.</li> <li>· In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about, and a question they would like to have answered. Then have students share what they wrote with the group.</li> </ul>
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		you find the icon that means undo, save, Internet Explorer?	
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand captions, glossaries, subheadings, bold print, electronic menus, icons, etc.</li> <li>· Understand which text features help you find important information about what you're reading</li> <li>· Understand how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text</li> </ul>	<ul style="list-style-type: none"> <li>· Can you find _____ features in the text?</li> <li>· Where is the index, glossary, and/or heading?</li> <li>· Are there any words that are written in bold print? Do you think the author wrote that word in bold print because of _____?</li> <li>· Where would you find a glossary or index in your book _____ or _____?</li> <li>· Are _____ and _____ key facts from text?</li> <li>· Under the subheading of _____, can you find a key fact?</li> <li>· Do you know what icons are? Do you know if they help us locate key facts?</li> <li>· On the computer, can you find the icon that</li> </ul>	<ul style="list-style-type: none"> <li>· Working with a partner, students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose.</li> <li>· With a partner, students search through a given text and record any text features they encounter. The class can then discuss the text features that were located in the stories and create a class anchor chart. Teacher and students can discuss what information each text feature provides.</li> <li>· As a whole group, look through a text and review the title, subheadings, bold words, and captions. Students can select a word in bold and discuss with a partner what they think that word means in the text.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand two – three text features.</li> <li>· Understand that graphics help you find important information about what you're reading</li> <li>· Understand that text features help you understand the text</li> </ul>	<ul style="list-style-type: none"> <li>· Can you find _____ features in the text?</li> <li>· Is the index, glossary, and/or heading located _____?</li> <li>· Is _____ word written in bold print? Do you think the author wrote that word in bold print because of _____?</li> <li>· Would you find a glossary or index in your book in the _____ (front/back, beginning/end)?</li> <li>· Is _____ a key facts from text?</li> <li>· Under the subheading of _____, can you find a key fact?</li> <li>· Do you know what icons are?</li> <li>· On the computer, can you find the icon that means undo, save, Internet Explorer?</li> </ul>	<ul style="list-style-type: none"> <li>· Working with a partner, students participate in a text feature scavenger hunt. Give students a list of features to look for in the text along with a guide of where the features are located. The students can highlight the feature on the paper.</li> <li>· As a whole group, students search through a given text and locate any text features they encounter. The teacher will then discuss the text features that were located in the stories and create a class anchor chart. Teacher will provide the students with information about what each text feature provides.</li> <li>· As a whole group, look through a text and review the title, subheadings, bold words, and captions. Students can be given a word in bold and match the word to its meaning or graphic.</li> </ul>
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**New Jersey Student Learning Standard (NJSL) RI.2.6**

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

**Essential Element of the NJSLS:** Identify the role of the author and the illustrator.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Determine the text’s main purpose according to what the author wants the reader to know</li> </ul>	<ul style="list-style-type: none"> <li>· What is the author’s intent in this text?</li> <li>· What does the author explain or describe in this passage?</li> <li>· Describe the information the author gives you in the text.</li> <li>· After reading the text, what information did the author describe to you? Summarize the author’s intent.</li> <li>· Determine the author’s _____(description, explanation) from the text.</li> <li>· In the text we just read, is the author trying to explain, describe or answer something? What makes you think that?</li> </ul>	<ul style="list-style-type: none"> <li>· Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read</li> <li>· Give students a description, ask what the author’s purpose is and have them explain their answers. (e.g., Sydney’s mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author’s purpose: to inform, Explain: The note was written to give the teacher information.)</li> </ul>

<ul style="list-style-type: none"><li>· ESL Levels 2.5-3.9</li><li>· WIDA 2: Reading,</li></ul>	<ul style="list-style-type: none"><li>· Determine the text's main purpose according to what the author wants the reader to know</li></ul>	<ul style="list-style-type: none"><li>· Do you know the author's intent in this text?</li><li>· What does the author explain or describe in this</li></ul>	<ul style="list-style-type: none"><li>· Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading an</li></ul>
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<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> <li>· Special Education</li> <li>Students - Mid Group</li> </ul>		<p>passage ____ or ____? ·</p> <p>Does the author give you _____ or _____ information in the text?</p> <ul style="list-style-type: none"> <li>· Did the author describe any information in the text?</li> <li>· Can you summarize the author's intent?</li> <li>· Determine the author's _____ (description, explanation) from the text.</li> <li>· In the text we just read, is the author trying to explain, describe or answer something?</li> </ul>	<p>excerpt of the text. After teacher modeling, students read an excerpt of the text independently and use the 3-2-1 strategy to comprehend what they read using a teacher provide outline.</p> <ul style="list-style-type: none"> <li>· Give students a description, ask what the author's purpose is and have them explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, explain: The note was written to give the teacher information.) Teacher will first model the strategy and then students will work with a partner using teacher provide information to assist.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand that the text has a main purpose.</li> <li>· Understand that the author wants the reader to know the main purpose.</li> </ul>	<ul style="list-style-type: none"> <li>· Is the author's intent in this text _____?</li> <li>· Does the author explain _____ in this passage?</li> <li>· Does the author give you _____ information in the text?</li> <li>· Did the author describe any information in the text?</li> <li>· Would _____ summarize the author's intent?</li> <li>· In the text we just read, is the author trying to explain/describe/answer</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. The teacher will create a class anchor chart the students can use as a reference.</li> <li>· Teacher will model that when given a description, the students can determine the author's purpose and can explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, explain: The note was written to give the teacher information.) The students can then select a description and match it to an explanation.</li> </ul>
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**New Jersey Student Learning Standard (NJSL) RI.2.7**

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

**Essential Element of the NJSL:** Identify illustrations or objects/tactual information that go with a text.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Utilize information from illustrations, diagrams or images from informational text.</li> <li>· Explain how illustrations, diagrams or images clarify the text</li> </ul>	<ul style="list-style-type: none"> <li>· How does reading the chart, diagram help you understand what the author is trying to say?</li> <li>· What information did you gather from that _____ diagram that aided your understanding?</li> <li>· Restate the important facts from the chart or graph using the _____.</li> <li>· What examples can you find to _____?</li> <li>· What conclusions can you draw _____?</li> <li>· How can you make use of these facts and graphs?</li> </ul>	<ul style="list-style-type: none"> <li>· When reading informational text, divide students into groups of no more than three. Assign each group an image to analyze. Tell each group to list and share the key ideas each image communicates. Groups can also analyze whether the image clarifies or does not clarify the meaning of the text.</li> <li>· Give students a diagram without labels or text. In pairs have the students create a caption or text they think will match the diagram. They can also give the diagram a title.</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· Use pictures and diagrams to gather information for clarification of meaning</li> <li>· Know that illustrations</li> </ul>	<ul style="list-style-type: none"> <li>· How does reading the chart, diagram help you understand what the author is trying to say?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher reads a section (chunk) and points to illustrations to help the students better understand the text. Students will draw an illustration to represent their interpretation of what the text says.</li> </ul>
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<ul style="list-style-type: none"> <li>· Special Education Students - Mid Group</li> </ul>	<p>help you understand more about the text and the person, place, thing or idea the text is about</p> <ul style="list-style-type: none"> <li>· Connect illustrations with the message</li> </ul>	<ul style="list-style-type: none"> <li>· What information from the diagram helps you understand?</li> <li>· What does the illustration show you?</li> </ul>	<ul style="list-style-type: none"> <li>· Students record words/phrases on post it notes based on images from the text</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Use pictures and diagrams to gather information for clarification of meaning</li> <li>· Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about</li> <li>· Connect illustrations with the message</li> </ul>	<ul style="list-style-type: none"> <li>· How does reading the chart, diagram help you understand what the author is trying to say?</li> <li>· What information from the diagram helps you understand?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher reads a section (chunk) and points to illustrations to help the students better understand the text. The teacher can then reread the text and have the student point to the illustration out of three given illustrations that best demonstrates what shows the interpretation.</li> </ul>





**New Jersey Student Learning Standard (NJSL) RI.2.10**

**NJSLS:** RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.

**Essential Element of the NJSLS:** Actively engage in shared reading of informational text including history/SS, science, and technical texts

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate good reading habits</li> <li>· Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</li> </ul>	<ul style="list-style-type: none"> <li>· Do you have any questions about what you are reading?</li> <li>· If you don't understand, who can you ask to help you?</li> <li>· Did you use the illustrations/graphics to help you understand?</li> <li>· Point to a textual feature. Why do you think the author included it?</li> <li>· What graphics help you the most?</li> <li>· How is the informational text different from _____?</li> <li>· You might want to read this book about _____. It has much useful information.</li> </ul>	<ul style="list-style-type: none"> <li>· Have students use the following symbols to show understanding of the text: The main idea (Draw a box around the main idea.) _____ Details (Underline the details.) Words to remember (Circle key words to remember.) Write a summary.</li> <li>· Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. You may decide to use a checklist for this assessment for each student.</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate good reading habits</li> <li>· Read various types of leveled texts independently, and closely</li> </ul>	<ul style="list-style-type: none"> <li>· Do you have any questions about what you are reading?</li> <li>· If you don't understand, who can you ask to help</li> </ul>	<ul style="list-style-type: none"> <li>· Have students complete an activity about using the following symbols to show understanding of the text: The main idea (Draw a box around the main idea.)</li> </ul>
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<ul style="list-style-type: none"> <li>· Special Education Students - Mid Group</li> </ul>		<p>you?</p> <ul style="list-style-type: none"> <li>· Can you use the illustrations/graphics to help you understand?</li> <li>· Point to a textual feature. Why do you think the author included it because _____?</li> <li>· Did any graphics help you?</li> <li>· Is the informational text different from _____?</li> </ul>	<p>_____ Details (Underline the details.)  Words to remember (Circle key words to remember.)  Write a summarizing sentence. Teacher will provide a key to assist the students with all this information.</p> <ul style="list-style-type: none"> <li>· Have students read a portion of an article or piece of nonfiction at the appropriate level aloud to the teacher. Note any miscues. Then have students tell you the main idea and one supporting detail of the piece. You may decide to use a checklist for this assessment for each student.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate good reading habits</li> <li>· Read various types of leveled texts independently, and closely</li> </ul>	<ul style="list-style-type: none"> <li>· Do you have any questions about what you are reading?</li> <li>· Do you understand what you are reading?</li> <li>· If you don't understand, can you ask _____ to help you?</li> <li>· Can you use the illustrations/graphics to help you understand?</li> <li>· Did the author include any text features?</li> <li>· Did any graphics help you?</li> <li>· Is the informational text different from _____ ?</li> </ul>	<ul style="list-style-type: none"> <li>· As a whole class, the students can use the following symbols to show understanding of the text as the teacher models/works with them at the board: The main idea (Draw a box around the main idea.) ____ Detail (Underline one detail) Words to remember (Circle key words to remember.) Write a sentence/draw a picture.</li> <li>· Have students read a portion of a leveled article or piece of leveled nonfiction aloud to the teacher. Note any miscues. Then have the students answer two or three yes/no questions about the piece.</li> </ul>
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**New Jersey Student Learning Standard (NJSLS) W.2.2**

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

**Essential Element of the NJSLS:** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Gather facts, choose best facts to use, and present facts in a clear sequence</li> <li>· Include an introductory statement</li> <li>· Describe order of events using transition words (e.g. first, next, then, last)</li> <li>· Incorporate facts and definitions</li> <li>· Use linking words (e.g., because, and, also)</li> <li>· End with a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>· Are you writing to inform or explain?</li> <li>· What is your topic?</li> <li>· Did you begin your writing with a topic sentence?</li> <li>· What example, definitions, and details will you use to explain your topic?</li> <li>· Why did you choose this topic?</li> <li>· What details will you use to explain your topic?</li> <li>· What examples would help you explain your topic?</li> <li>· Can you use a quote? Why would this be important?</li> <li>· Where can you find more information about your topic?</li> </ul>	<ul style="list-style-type: none"> <li>· Choose a topic and develop an outline for an informative writing piece.</li> <li>· Given an informative writing prompt, write a topic sentence and list two relevant subtopics.</li> <li>· Given an informative writing prompt, write two possible topic sentences expressing what the writing will be about.</li> <li>· Create an informative writing anchor chart.</li> <li>· Write an informative/explanatory writing piece and conference with teacher or peer to revise/edit it.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Know the difference between writing text to inform or explain.</li> <li>· Know how to write a topic sentence.</li> <li>· Know how to group related information together.</li> <li>· Understand the importance of including illustrations.</li> <li>· Use facts, definitions and details to develop a topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Are you writing to inform or explain?</li> <li>· What is your topic?</li> <li>· What is your topic sentence?</li> <li>· How did you choose your idea?</li> <li>· What would be your next step in the writing process?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to choose a topic and develop an outline for an informative writing piece.</li> <li>· Students will use a graphic organizer to organize the details of their writing.</li> <li>· Students will brainstorm topics for their informative writing and may use a provided list of options.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand writing to inform</li> <li>· Know about a topic</li> <li>· Know how to select details about a topic</li> </ul>	<ul style="list-style-type: none"> <li>· Can I outline a plan for an informative writing piece?</li> <li>· What is your topic?</li> <li>· What details will you use to explain your topic?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to choose a topic and will create an informative writing piece with visuals.</li> <li>· Students will use a graphic organizer to organize (using pictures, words and phrases) the details of their writing with a peer.</li> <li>· Students will brainstorm topics for their informative writing and may use a provided list of visual options.</li> </ul>





**New Jersey Student Learning Standard (NJSL) W.2.5**

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

**Essential Element of the NJSL:** With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> <li>• Utilize conferences, checklist sheets, and peer editing</li> <li>• Reflect on writing</li> </ul>	<ul style="list-style-type: none"> <li>· What will you use to help you organize your ideas?</li> <li>· Can you create a graphic organizer/thinking map to help you sequence your ideas and events?</li> <li>· Can you share with your partner what you plan to write?</li> <li>· Does your partner have ideas that you can use?</li> <li>· Have you completed your first draft?</li> <li>· Can you re-write this so that the ideas/details are clearer?</li> <li>· Is there a better way you could write your beginning?</li> <li>· What is your topic</li> </ul>	<ul style="list-style-type: none"> <li>· Using ta hamburger model, discuss the three main components of a paragraph, or story. The introduction (top bun), The internal or supporting information (the filling), The conclusion (bottom bun).</li> <li>· Ask students to write a topic sentence that clearly indicates what the whole paragraph is going to be about.</li> <li>· Have students compose several supporting sentences that give more information about the topic.</li> <li>· Instruct students on ways to write a concluding sentence that restates the topic sentence.</li> </ul>
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		<p>sentence?</p> <ul style="list-style-type: none"><li>· Have you asked your partner to give you feedback about what you have written so far?</li><li>· Have you used your editing/proofreading checklist to help you make any changes?</li></ul>	
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> <li>· Utilize conferences, and checklist sheets</li> <li>· Reflect on writing</li> </ul>	<ul style="list-style-type: none"> <li>· Do you know what you will use to help you organize your ideas?</li> <li>· Can you create a graphic organizer/thinking map to help you sequence your ideas and events?</li> <li>· Can you share with your teacher what you plan to write?</li> <li>· Does your partner have ideas that you can use?</li> <li>· Have you completed your first draft?</li> <li>· Can you re-write this so that the ideas/details are clearer?</li> <li>· Could you write your beginning like ____?</li> <li>· What is your topic</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model using the hamburger model to discuss the three main components of a paragraph, or story. The introduction (top bun), the internal or supporting information (the filling), and the conclusion (bottom bun).</li> <li>· Ask students to work with a partner to write a topic sentence that clearly indicates what the whole paragraph is going to be about.</li> <li>· Have students compose one supporting sentences that gives more information about the topic.</li> <li>· Instruct students on ways to write a concluding sentence that restates the topic sentence.</li> </ul>
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		<p>sentence?</p> <ul style="list-style-type: none"><li>· Have you used your editing/proofreading checklist to help you make any changes?</li></ul>	
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand that you can revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> <li>· Utilize conferences, and checklist sheets</li> <li>· Reflect on writing</li> </ul>	<ul style="list-style-type: none"> <li>· Will you use _____ to help you organize your ideas?</li> <li>· Did you create a graphic organizer/thinking map to help you sequence your ideas and events?</li> <li>· Can you share with your teacher what you plan to write?</li> <li>· Have you completed your first draft?</li> <li>· Can you write _____ so that the ideas are clearer?</li> <li>· Could you write your beginning like _____?</li> <li>· Is _____ your topic sentence?</li> <li>· Can you use your editing/proofreading checklist to help you make any changes?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model using the hamburger model to discuss the three main components of a paragraph, or story. The introduction (top bun), the internal or supporting information (the filling), and the conclusion (bottom bun).</li> <li>· Ask a student to write/draw what their topic is and then have him/her select from a choice of two, their best topic sentence.</li> <li>· Have students select one supporting sentences that gives more information about the topic.</li> <li>· Teacher will model for students the ways to write a concluding sentence that restates the topic sentence.</li> </ul>
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**New Jersey Student Learning Standard (NJSL) W.2.6**

**NJSLS: 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.

**Essential Element of the NJSLS:** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>• Publish writing both independently and with peers using digital tools</li> <li>• Use keyboarding techniques</li> </ul>	<ul style="list-style-type: none"> <li>· Have you and your group decided what you will write about?</li> <li>· How will you divide the work so that you all contribute to the project?</li> <li>· Where will you save your work until you are ready to print?</li> <li>· What program will you use to publish your work? Word? PowerPoint? etc.</li> <li>· What online resources can you use to help write your paper?</li> </ul>	<ul style="list-style-type: none"> <li>· Allow students to use digital tools to enhance their work and determines the digital tools according to the task, audience, or purpose (e.g., slide show, blog, audio track).</li> <li>· Have students compose and publish a writing product using a variety of digital tools with or without the help from my peers.</li> <li>· Model how to talk about visual texts by looking at them with students and pointing out how the different elements have been used to create meaning. Use explicit ideas to help students assess his/her own work more thoughtfully and completely.</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to publish writing both independently and with peers using digital tools</li> <li>· Use keyboarding techniques</li> </ul>	<ul style="list-style-type: none"> <li>· Have you and your partner decided what you will write about, _____ or _____?</li> <li>· Did you divide the work so that you and your partner contribute to the</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model for students how to use digital tools to enhance their work and determines the digital tools according to the task, audience, or purpose (e.g., slide show, blog, audio track).</li> <li>· Have students work in groups to compose</li> </ul>
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<p>Students - Mid Group</p>		<p>project?</p> <ul style="list-style-type: none"> <li>· Do you know where you can save your work until you are ready to print?</li> <li>· What program will you use to publish your work, Word or PowerPoint?</li> <li>· Do you know what online resources can you use to help write your paper?</li> </ul>	<p>and publish a writing product using a variety of digital tools and a teacher provided model.</p> <ul style="list-style-type: none"> <li>· Model how to talk about visual texts by looking at them with students and pointing out how the different elements have been used to create meaning. Use explicit ideas to help students assess his/her own work more thoughtfully and completely.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to publish writing both independently and with peers using digital tools</li> <li>· Understand how to use keyboarding techniques</li> </ul>	<ul style="list-style-type: none"> <li>· Have you and your partner decided if you are writing about _____?</li> <li>· Did you divide the work so that you and your partner each have a job and contribute to the project?</li> <li>· Can you save your work until you are ready to print on _____?</li> <li>· What program will you use to publish your work, Word or PowerPoint?</li> <li>· Do you know that there are online resources can you use to help write your paper?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model for students how to use digital tools to enhance their work and determines the digital tools according to the task, audience, or purpose (e.g., slide show, blog, audio track).</li> <li>· Have students work in groups to compose a writing/drawing product using a one or two digital tools and working off a teacher provided model.</li> <li>· Model how to talk about visual texts by looking at them with students and pointing out how the different elements have been used to create meaning. Use explicit ideas to help students assess his/her own work more thoughtfully and completely.</li> </ul>



**New Jersey Student Learning Standard (NJSL) W.2.7**

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

**Essential Element of the NJSLS:** Participate in shared research and writing projects.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"><li>· General Education</li><li>· ESL Students Levels 4-5</li><li>· Special Education Students High Group</li></ul>	<ul style="list-style-type: none"><li>· Understand their role as part of a team and the work they are required to accomplish</li></ul>	<ul style="list-style-type: none"><li>· What is the topic of your report?</li><li>· Can you narrow your topic?</li><li>· What sources will you use to find information?</li><li>· What key words can you use to find your topic online?</li><li>· Where can you go to find more information?</li><li>· How will you give your sources credit?</li><li>· What is the page called where you will list your sources?</li><li>· How will your group divide the work?</li></ul>	<ul style="list-style-type: none"><li>· Have students select and use resources to identify information about a given topic.</li><li>· Have students publish the results of their research projects in a written report, paper or visual project.</li></ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> </ul>	<ul style="list-style-type: none"> <li>· Understand their role as part of a team and the work they are required to accomplish</li> </ul>	<ul style="list-style-type: none"> <li>· Do you have a topic for your report?</li> <li>· Can you narrow your topic?</li> <li>· Do you know what sources you will use to find information?</li> </ul>	<ul style="list-style-type: none"> <li>· Have students select (from a list provided by teacher) and use resources to identify information about a given topic.</li> <li>· Have students work with a partner to publish the results of their research projects in a written report, paper or visual project.</li> </ul>
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Students - Mid Group		<ul style="list-style-type: none"><li>· What key words can you use to find your topic online: _____ or _____?</li><li>· Where can you go to find more information, _____ or _____?</li><li>· Do you know how to give your sources credit?</li><li>· Is the page where you will list your sources called _____ or _____?</li><li>· Do you know how your group will divide the work?</li></ul>	Teacher will provide students with an overview of how to accomplish this task and well as being available to assist students as needed.
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand working with a team requires roles in order to produce work</li> </ul>	<ul style="list-style-type: none"> <li>· Is the topic for your report _____?</li> <li>· Can you narrow your topic by _____?</li> <li>· Can you use _____ sources to find information?</li> <li>· What key words can you use to find your topic online: _____ or _____?</li> <li>· Can you go to find more information on _____?</li> <li>· Do you know how to give your sources credit?</li> <li>· Is the page where you will list your sources called _____?</li> </ul>	<ul style="list-style-type: none"> <li>· Provide students with one resource on a topic and assist them in identifying information about their topic.</li> <li>· Have students work with a teacher to publish the results of their project in a written report/visual, paper or visual project.</li> </ul>
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		<ul style="list-style-type: none"><li>· Do you know how your group will divide the work?</li></ul>	
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**New Jersey Student Learning Standard (NJSL) W.2.8**

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

**Essential Element of the NJSL:** Identify information related to personal experiences and answer simple questions about those experiences.

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<ul style="list-style-type: none"> <li>· General Education</li> <li>· ESL Students Levels 4-5</li> <li>· Special Education Students High Group</li> </ul>	<ul style="list-style-type: none"> <li>· 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</li> <li>· Take notes</li> </ul>	<ul style="list-style-type: none"> <li>· What sources did you use to find your information?</li> <li>· What sources did you find on an internet search?</li> <li>· What sources did you find in a library search?</li> <li>· How can you paraphrase this sentence?</li> <li>· Can you write this sentence using your own words?</li> <li>· Is this information important to your research?</li> <li>· Can you use an organizer to help you group your ideas?</li> </ul>	<ul style="list-style-type: none"> <li>· Discuss a source and the importance of gathering multiple pieces of information to support writing.</li> <li>· Given a passage students will answer questions by using past experiences or gather new information from the passage.</li> <li>· Using graphic organizers, use and cite multiple sources to write and support a piece of writing.</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Read/listen to 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</li> <li>· Take notes</li> </ul>	<ul style="list-style-type: none"> <li>· What sources did you use to find your information?</li> <li>· Did you find any sources on your internet search?</li> <li>· Did you find any sources in your library search?</li> <li>· Does _____ paraphrase this sentence?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will discuss a source and the importance of gathering multiple pieces of information to support writing. Create a class anchor chart for reference.</li> <li>· Given a passage students will answer questions by using past experiences or gather new information from the passage. A word/phrase bank will be provided by the</li> </ul>
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		<ul style="list-style-type: none"><li>· Can you write this sentence using your own words?</li><li>· Is _____ or _____ information important to your research?</li><li>· Did you use an organizer to help you group your ideas?</li></ul>	<p>teacher as well highlighted information.</p> <ul style="list-style-type: none"><li>· Using graphic organizers and working with a partner, use and cite two sources to write and support a piece of writing.</li></ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Read/listen to information provided by teacher to select key pieces of information</li> <li>· Take notes</li> </ul>	<ul style="list-style-type: none"> <li>· What sources did you use to find your information _____ or _____?</li> <li>· Did you and your partner find any sources on your internet search?</li> <li>· Did you and your partner find any sources in your library search?</li> <li>· Does _____ paraphrase this sentence?</li> <li>· Can you write this sentence using your own words?</li> <li>· Is _____ information important to your research?</li> <li>· Do you know how to you use an organizer to help you group your ideas?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will discuss a source and the importance of gathering multiple pieces of information to support writing. Create a class anchor chart for reference.</li> <li>· Given an excerpt or a paragraph from a passage, students will answer yes/no or simple words and phrases questions by gathering new information from the passage which has been highlighted to assist the students. A word/phrase bank will also be provided by the teacher.</li> <li>· Using graphic organizers and working with a partner, use and cite two sources to write and support a piece of writing.</li> </ul>
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## District Resources

### Phonics

When introducing the letter name within this unit, it is suggested that you also introduce the letter sound, which will be addressed with students in greater detail

i  
n  
t  
h  
e  
u  
p  
c  
o  
n  
i  
n  
g  
u  
n  
i  
t  
s  
.

**Lesson 6:**

-Common Final Blends nd, ng, nk, nt, ft, xt, mp

**Lesson 7:**

-Double Consonants and ck

-Double Consonants (CVC)

**Lesson 8:**

-Consonant Digraphs th, sh, wh, ch, tch, ph

-Base Words and Endings -s, -ed, -ing

**Lesson 9:**

-Base Words and Endings -ed, -ing

-CV Syllable Pattern

**Lesson 10:**

-Contractions

**\*School based resources can be used in addition to the district resources, but cannot replace the resources.**

## District Resources

### Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.



#### Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**









# District Resources

## Guided Reading

A student **on-grade level** should display the following reading behaviors by the end of the school year.

### Grade 2: Level M

- Uses multiple sources of information to figure out words rapidly while focusing on meaning
- Flexibly applies word-solving strategies to more-complex, multisyllabic word
- Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
- Reads silently, except during assessment or to demonstrate text interpretation
- After reading longer sections of text, predicts outcomes, problem resolutions, and character changes
- Remembers details and sustains attention to meaning through a longer text
- Demonstrates understanding and facility at interpretation after silent reading
- Makes connections between the text read and other books
- Goes beyond the text to make more sophisticated interpretations







## Comprehension Clubs

### **Readings- Journeys**

A Busy Beaver, *Michael Falcon*  
Busy Bees, *Raymond Henslowe*  
The Lives of Ants, *Elizabeth Dana Jaffe*  
Bees at Work, *Claire Tan*  
Grandma's Surprise, *Ann M. Rossi*  
The Community Garden, *Olive Porter*  
Cross Country Cousins, *Samantha Rabe*  
Luz ad the Garden, *Elizabeth Wells*  
A Snowy Day, *Frances Solomon*  
What is in the Wind?, *Erik Barneveid*  
Lessons About Lightening, *Lawrence Chandler*  
The Wind, *M. Lee*  
Camel's Hump, *Carl Murano*  
How Coyote Stole Fire, *Bo Grayson*  
Uncle Rabbit, *Jack Fadus*  
How People Got Fire, *Regina Velaquez*  
Animals at the Aquarium, *Rebecca Martin*  
Life in Tide Pools, *Gus Regallo*  
Bottlenose Dolphins, *Oscar Cadejo*  
Tide Pools, *Sienna Jagadorn*

## CCSS: Text Exemplars (Appendix B)

### **Stories:**

*Grace Lynn*, The Ugly Vegetables  
Weather Poems  
*Joseph Bruchack*, How Chipmunk Got His Stripes  
Why Rabbits Have Short Tails

### **Informational Texts:**

*Wendy Perkint*, Animals Building Homes  
Whose Home is This?  
They Really Are Giant  
*Seymour Simon*, Super Storms  
*Twig C. George*, Jellies: The Life of a Jellyfish  
Splash Photography

### **Biography**

[http://www.corestandards.org/assets/Appendix B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)





# Vocabulary

## When teaching vocabulary,

- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher). · Use the various learning modalities and sample menu in order to deliver instruction.
- Introduce the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

High Frequency Words: animals, second, bear, she, know, sleep, most, three, myself, work, air, pictures, car, pretty, cries, told, funny, try, he, window, before, my, eye, open, few, people, happy, starts, high, yellow, afraid, might, dark, own, for, show, kept, why, many, would, because, really, better, right, go, they, me, was, old, you

## Spelling Words

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Next Hunt End Stand Camp Long Sank Stamp Sing Pond Drink Bring	Dress Stuck Spell Kick Class Rock Full Black Add Trick Neck Doll	Dish Shine Than Chase Chest White Such While Thin These Push Flash	Liked Closed Using Hoping Riding Baked Chased Hiding Spilled Standing Making Asked	I'm I've don't didn't isn't you're can't that's we'll wasn't it's you've

Domain-Specific Vocabulary				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Habitat Shelter Pasture	Nutrients    Seedling Solar Energy	Lightning Precipitation water vapor	Tradition Culture Literature	Oceanography Gulf Current

Target Vocabulary				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Shaped    Deepest Branches    Break Pond    Hang Beaks    Winding	Blooming    Wrinkled Shovels    Plain Scent Muscles    Tough Nodded	Beware    Pounding Damage    Prevent Bend Reach    Flash    Equal	Tunnel    Toward Curled    Healed Height Brag    Direction Tease	Millions    Weaker    Choices Wrapped Drift Disgusting    Simple    Decide

Terms About Reading/ Language Arts				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Boldface print Graphic features Text Features Base Word Prefix	Conclusion Analyze Homophones	Main idea Supporting Detail Topic Visualize	Character Traits    Infer Summarize	Fact Monitor Opinion Clarify



# Writing

## Primary Focus: Writing Unit

## Secondary Focus

## Routine Writing

### Lesson 6:

Informative Writing:

Informational Paragraph

Language:

Spelling: Common Final

Blends nd, ng, nk, nt, ft, xt,  
mp

Plural Nouns

### Lesson 7:

Informative Writing:

Informational Paragraph

Language:

Spelling: Double Consonants  
and ck

Proper Nouns

### Lesson 8:

Informative Writing:

Informational Paragraph

Language:

Spelling: Consonant Digraphs  
th, sh, wh, ch, tch

What is a Verb?

- Shared research writing

Examples:

Reader's Response Notebook

Journals

Blogging

Quick Writes

Interactive Writing



**Lesson 9:**

Informative Writing:

Instructions

Language:

Spelling: Base words and  
endings -ed, -ing

Verbs in the Present

**Lesson 10:**

Informative Writing:

Instructions

Language:

Spelling: Contractions

Verbs: Present, Past, and Future



Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Note: It is recommended that you make use of the Writer's Workshop mentor text library for immersion in this writing genre and as models for students both in the mini-lesson and while conferring.









	The writer told, drew and wrote information across pages.	Mid-level	The writer told about his topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	
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<b>Spelling</b>	<p>The writer could read his writing.</p> <p>The writer wrote a letter for the sounds he heard.</p> <p>The writer used the word wall to help her spell.</p>	<p>Mid -lev el</p>	<p>The writer used all she knew about words and chunks (at, op, it, etc.) to help her spell.</p> <p>The writer spelled the word wall words right and used the word wall to help her spell other words.</p>	<p>Mid -lev el</p>	<p>The writer used what he knew about spelling patterns (tion, er, ly, etc.) to spell a word.</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell</p>	<p>Mid -lev el</p>	<p>The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft.</p> <p>The writer got help from others to check her spelling and punctuation before she</p>
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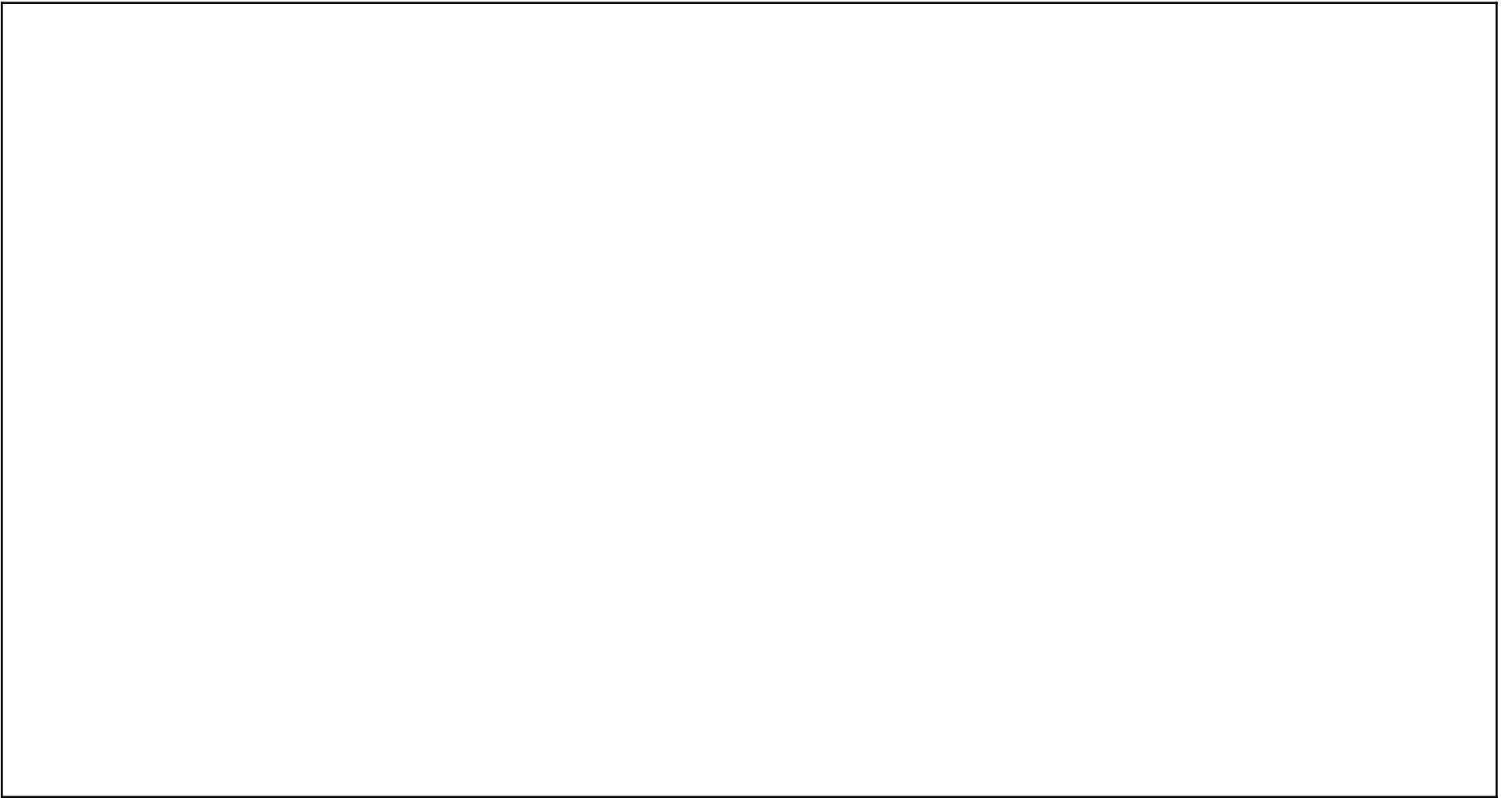
other words.

wrote her final draft.



	Kindergarten (1POINT)	1.5PTS	Grade 1 (2 POINTS)	2.5PTS	Grade 2 (3 POINTS)	3.5PTS	Grade 3 (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	<p>The writer wrote spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>	Mid-level	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	Mid-level	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as can't and don't, she put in the apostrophe.</p>	Mid-level	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of</p>	
								TOTAL

## Writing Rubrics



## Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> <li>• <a href="http://www.wegivebooks.org/books">http://www.wegivebooks.org/books</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_reading">http://www.nwp.org/cs/public/print/resource_topic/teaching_reading</a></li> <li>• <a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.lesterlaminack.com/blog.htm">http://www.lesterlaminack.com/blog.htm</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> </ul> <p><a href="https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684">https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684</a></p>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a> -</li> <li>• <a href="http://twowritingteachers.wordpress.com">http://twowritingteachers.wordpress.com</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul> <p><a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_writing">http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</a></p>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/www.lindahoyt.com/tips.html">http://readingandwritingproject.org/www.lindahoyt.com/tips.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://kylenebeers.com/blog/feed">http://kylenebeers.com/blog/feed</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> </ul>



## Suggested Websites

### **Reading Rockets**

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills. <http://www.readingrockets.org/>

### **Writing Fix**

The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom. <http://www.writingfix.com/>

### **Read Write Think**

Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. <http://www.readwritethink.org/>

### **Brain Pop Jr**

Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer. <http://www.brainpop.com/>

### **Tween Tribune**

Tween Tribune is a daily news sites for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO's for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe. <http://tweentribune.com/>

### **E Reading Worksheets**

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. <http://www.ereadingworksheets.com/>



## Suggested Websites

### **The Florida Center for Reading Research**

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.

<http://www.fcrr.org/for-educators/sca.asp>

### **ReadWorks**

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. [www.readworks.org](http://www.readworks.org)

### **Learn Zillion**

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion. [www.learnzillion.com](http://www.learnzillion.com)





# Field Trip Ideas

## Unit 1

**ALSTEDE FARMS** - Let us teach you about farming in the most fun way! We open our doors to groups of all ages and sizes because we understand the importance of hands-on education. We personalize each farm tour and field trip, depending on the group's interests. You will navigate our farm by taking hayrides out to the beautiful fields and orchards, greenhouses, school classroom, our friendly animals and last but not least – having a great outdoor day at our family owned farm. You choose the other activities- climb the giant hay pyramid, have lunch and refreshing lemonade or take a self-guided tour of our animals.

<http://alstedefarms.com/group-events-and-tours/group-farm-tours/?gclid=Cjzn-W4IMYCFQgUHwodK1oAxA>

**GREEN MEADOWS FARM Hazlet, NJ** - Green Meadows Petting Farm in Hazlet, New Jersey is a unique hands on learning adventure with hundreds of friendly farm animals. Some of our many petting zoo activities include milking a cow, feeding our animals, tractor drawn hayrides and fall pumpkin picking. Give us a call and we'll bring the fun to you! We're the ideal farm animal experience for families, birthday parties, groups and school field trips!

<http://www.greenmeadowsfarmnj.com/>

**PENNINGS ORCHARD Warwick, NY** - We look forward to seeing you next year for all your favorite activities including the [u-pick](#), farm market, [pumpkin fields](#), hayrides, [farm animals](#), [kiddie maze and more](#).

<http://www.penningsorchard.com/blog/>

## Unit 2

**NEWARK MUSEUM** - All programs at the Newark Museum are aligned with the New Jersey Core Curriculum Standards and address the goals of the National Common Core Standards initiative. Designed to be fun and engaging, the content-rich programs are based on the renowned art and science collections and engage students in learning that will enhance their academic skills, All of the programs are led by professional educators, using an inquiry based and discussion approach, never lectures. Special services include the state-of-the-art planetarium and portable SKYLAB & Distance Learning videoconferences.

<http://newarkmuseum.org/>



## Field Trip Ideas

### Unit 3

**LIBERTY SCIENCE CENTER** - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

<http://lsc.org/plan-your-visit/>

### Unit 4

**BERGEN COUNTY ZOO Paramus, NJ** - This great zoo, located in **Van Saun County Park**, is home to a wide variety of wild and domestic animals, living in recreated habitats natural to each species. **School Programs** for grades Pre-K and up include '*Sense'-Sational Animals* (grades Pre-K - 1): a unique introduction to animals through the five senses; *Survival Strategies* (grades 2 and up): an exploration of incredible adaptations for survival; *Dispelling the Myths* (all grades): unravels riddles like Are Snakes Really Slimy? Can Owls Really Turn Their Heads all the way around? and more; and several others, including thematic Guided Tours of the zoo for Pre-K and up. A program takes 30 - 40 minutes per group of 25.

<http://www.co.bergen.nj.us/index.aspx?NID=437>

**TURTLE BACK ZOO West Orange, NJ** - We have daily, free live animal programs. We also offer programs for groups that can be scheduled for an Education Center Classroom. There is a fee for these programs and they have to be scheduled at least three weeks in advance. Programs can be especially tailored for to meet your needs, including for Boy and Girl Scout groups to help with badge requirements.

<http://turtlebackzoo.com/education/>



## ELL Resources

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- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> ▪

“Word clouds” from text that you provide-<http://www.wordle.net/>

- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/> ▪

**Learn a language for FREE-**[www.Duolingo.com](http://www.Duolingo.com)

- **Time on task for students-**<http://www.online-stopwatch.com/>

- **Differentiation activities for students based on their lexile-** [www.Mobymax.com](http://www.Mobymax.com) ▪

**WIDA-** <http://www.wida.us/>

- **Everything ESL -** <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

- **Hope4Education -** <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135> ▪

**OELA -** <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/> ▪

**Learning Resource Centers (LRC Network)** <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

Click on "Services" and scroll down to the library in your region.



## ELL Resources

- **1-Language.com** - <http://www.1-language.com>  
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>  
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>  
Games and quizzes for practicing vocabulary

### Students K-8

- **Kindersite** - <http://www.kindersite.org>  
1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids** - <http://www.learninggamesforkids.com>  
Learning games and songs for preschool and elementary children
- **SpellingCity.com** - <http://www.SpellingCity.com>  
Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com** - <http://www.starfall.com>  
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aaamaticas.com>  
over 2500 interactive math lesson pages
- **NASA's Space Place** - <http://spaceplace.nasa.gov>  
NASA's education program; also available in Spanish
- **Achieve 3000**-<http://www.achieve3000.com/>





## ELL Resources

### Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>  
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com> Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>  
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>  
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>  
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**  
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>  
Search by college or location. Updated annually



## Special Education Resources

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### **Animoto**

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

- **Bookbuilder**

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

- **CAST**

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

<http://www.cosketch.com/>

- **Crayon**

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.

<http://crayon.net/>

- **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

<http://www.educationoasis.com/printables/graphic-organizers/>

- **Edutopia**

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

<http://www.edutopia.org/>

## Special Education Resources

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- **Glogster**

Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.

<http://edu.glogster.com/?ref=personal>

- **Interactives – Elements of a Story**

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

<http://www.learner.org/interactives/story/index.html>

- **National Writing Project (NWP)**

Unique in breadth and scale, the NWP is a [network of sites](#) anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

<http://www.nwp.org>

- **Pacecar**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://pacecar.missingmethod.com/>

- **Plickers**

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.

<https://plickers.com/>

- **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials

<http://www.readwritethink.org>

- **RubiStar**

**RubiStar** is a free tool to help teachers create quality rubrics.

<http://rubistar.4teachers.org/index.php>

## Special Education Resources

- **VisuWords**

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.

<http://www.visuwords.com/>

- **Vocab Ahead**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://www.vocabahead.com/>

- **Voki**

Voki is text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

<http://www.voki.com/>

- **Webspiration**

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. <http://www.mywebspiration.com/>

- **Wordle**

Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.

<http://www.wordle.net/>



