

**East Newark Public School**  
**English Language Arts Curriculum**  
**Grade 2**



# English Language Arts Grade 2

EAST NEWARK PUBLIC

SCHOOL

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## Course Description

Students in Grade 2 are learning to read with precision. At this level, they will begin strengthening and building upon the decoding and independent reading strategies they developed in first grade. Students will be given adequate time in school for small group and independent reading to practice and develop the strategies they are being taught with the guidance of the teacher. Students will respond to what they read by talking with peers in discussion groups and individually with the teacher during conferences. Students will read to strengthen their decoding and comprehension skills. Additionally, students will engage in the practice of word study. They will be taught to sort words by features (e.g. syllables, sound patterns, etc.). This practice supports beginning readers decoding and encoding skills while also reinforcing connections between words and their correct spellings and pronunciations. Students will learn to write narratives, arguments (opinion), explanatory pieces, and reviews while applying the conventions of Standard English grammar, punctuation, and spelling. Throughout the course of the school year students will be actively engaged in the processes of reading and writing and will develop a strong understanding of the concepts outlined in the Grade 2 English Language Arts NJ Learning Standards. A variety of instructional strategies should be woven throughout the literacy block to scaffold student learning in a gradual release model. A gradual release model ensures that students gain an increased level of independence in grade level skills while moving toward mastery of all standards.

## Holocaust/Genocide Education

Lessons of the Holocaust and Genocide will be taught in a sensitive way to meet the needs of our students in grades K-5. These lessons will address issues of bias, prejudice, and bigotry, including bullying. Students will learn the importance of tolerance and respect for others who are different. Students will need to acquire and practice skills for resolving conflicts in a peaceful way and for living together in a spirit of mutual cooperation and appreciation for the contributions of others. These lessons shall enable students to identify and analyze applicable theories concerning human nature and behavior. Students will understand that issues of moral dilemma and conscience of prejudice and discrimination, and understand that issues of moral dilemma and conscience have a profound impact on life. Lessons shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Also on the first Monday in October of each year is designated as the Week of Respect. Our district observes this week by providing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying. We also have School Violence Awareness week which begins the third Monday in October of each year.

School-wide activities are planned that promote peaceful co-existence, acceptance, and embracing our differences. Also throughout the school year, our Take a Stand lessons are provided by our Social Worker, which teach students to stand up for one another and support every student in our school.

### **Course Resources**

1. JOURNEYS Student Edition
2. JOURNEYS Leveled Readers
3. JOURNEYS Readers Notebook
4. JOURNEYS Teacher's Edition
5. JOURNEYS Digital Focus Wall
6. [www.thinkcentral.com](http://www.thinkcentral.com)
7. [www.starfall.com](http://www.starfall.com)
8. [www.readinga-z.com](http://www.readinga-z.com)
9. [www.raz-plus.com](http://www.raz-plus.com)
10. Caring Makes a Difference: A Curriculum Guide for Grades K-4:  
<https://4.files.edl.io/233c/06/23/21/203437-b8be0dd3-a036-4a8e-a434-e8d5356072ca.pdf>

## Pacing Guide

Unit #	Unit Title	NJSL Standards	Resources
1	Neighborhood Visit	RL. 2.1-5, RL.2.7, RL.2.10, RI.2.1- 2.2, RI2.6, RI2.9-10, RF2.3a, RF2.3e-f, RF2.4a-c, W.2.3,W.2.5,W.2.6, W.2.8, SL.2.1a-c, SL.2.2-6, L.2.1f, L2.2d-e, L.2.3a, L.2.4a, L.2.4c, L.2.4.e, L.2.5a, L.2.6	JOURNEYS
2	Nature Watch	RL. 2.2-4, RL.2.7, RL.2.10, RI.2.1, RI2.3-5, RI2.8-10, RF2.3c, RF2.3e-f, RF2.4a-c, W.2.2,W.2.5,W.2.6, W.2.7-8, SL.2.1a-c, SL.2.2-6, L.2.1a-b,L.2.1f, L2.2a,c, L.2.3a, L.2.4a-e, L.2.5-a-b, L.2.6	JOURNEYS
3	Tell Me About It!	RL. 2.1, RL.2.4, RL.2.7, RL2.10, RI.2.1- 2.2, RI2.5-8, RI2.10, RF2.3a-c, RF2.3e-f, RF2.4a-c, W.2.1,W.2.5, W.2.8, SL.2.1a, SL.2.2-6,L.2.1b, L.2.1f, L2.2a-e, L.2.3a, L.2.4a, L.2.4c, L.2.4.e, L.2.5a, L.2.6	JOURNEYS
4	Heroes and Helpers	RL. 2.1-6, RL.2.10, RI.2.1- 2, RI2.7, RI2.9-10, RF2.3a-c, RF2.3e-f, RF2.4a-c, W.2.1,W.2.3,W.2.5-6, SL.2.1a-b, SL.2.2-6, L.2.1c, L2.2a-b,L.2.2d-e L.2.3a, L.2.4a-b, L.2.4.e,L.2.5b, L.2.6	JOURNEYS
5	Changes, Changes Everywhere	RL. 2.1-5, RL.2.7, RL.2.10, RI.2.1- 2.2, RI2.6, RI2.9-10, RF2.3a, RF2.3e-f, RF2.4a-c, W.2.3,W.2.5,W.2.6, W.2.8, SL.2.1a-c, SL.2.2-6, L.2.1f, L2.2d-e, L.2.3a, L.2.4a, L.2.4c, L.2.4.e, L.2.5a, L.2.6	JOURNEYS
6	What a Surprise!	RL. 2.1-3, RL.2.5-7, RL.2.10, RI.2.1, RI2.3-.10., RF2.3b-f, RF2.4a-b, W.2.1,W.2.5-.8, SL.2.1a-c, SL.2.2, SL2.5, L.2.1b,L.2.d-e, L2.2c-d, L.2.4a, L.2.4c-e, L.2.5a-b, L.2.6	JOURNEYS

## Unit 1 - Neighborhood Visit

<b>Timeframe</b>	September
<b>Overview</b>	The focus of this unit is on reading and identifying the parts of a fictional story (character, setting and plot). Students will be using that information to sequence a fictional story and focus on small moments at the beginning of the school year. Additionally, teachers should take this time to immerse students in literacy and build strong classroom routines that begin to grow independent readers.
<b>Writing Component</b>	Narrative: In this unit students will develop a strong understanding of narrative writing. They will engage in lessons and writing experiences that will help them develop writing a true story about themselves. By the end of the unit students will be able to develop stories with two - three sentences successfully. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is a perfect pet like?</li> <li>● What are some things that families like to do together?</li> <li>● What do pets need to be healthy and happy?</li> <li>● How do good friends act?</li> <li>● How is a school like a community?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will discover how authors and illustrators use the pictures and the words to create a story for the reader that can be true.</li> <li>● Students will understand how readers identify character, setting, and plot.</li> <li>● Students will learn that stories are told in order with a beginning, middle, end.</li> <li>● Students will learn that base word and different endings change the word meaning.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</li> </ul>
<p><b>Standards</b></p>	<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

- a. Know spelling-sound correspondences for common vowel teams.
- e. Recognize and read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

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

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

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

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

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

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

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.

L.2.1. Demonstrate command of the conventions of standard English grammar

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

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

b. Use commas in greetings and closings of letters.

d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.



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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

**Integrated  
Accommodations  
and Modifications**

- **Special Education Students**
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Provide visuals of vocabulary/language
  - Books on audio
  - Digital components/tools available online
- **English Language Learners**
  - Invite students to explore different points of view on a topic of study and compare
  - Integrated and small-group support.
  - Provide visuals of vocabulary/language
  - Books on audio
  - Digital components/tools available online
- **Basic Skills Instruction**
  - Encourage students to make transformations - use a common task or item in a different way
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Leveled readers for small group instruction
  - Differentiated phonics instruction and fluency
  - Digital components/tools available online
- **504 Students**
  - Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Digital components/tools available online
- **Gifted & Talented Students**
  - Encourage students to explore concepts in depth and encourage independent studies or investigations.
  - Modeling or independent student led research

<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>

**Interdisciplinary  
Connections**

- As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers. This will also grow their oral language skills.

## Unit 2 - Nature Watch

<b>Timeframe</b>	<b>October-November</b>
<b>Overview</b>	<p>This unit focuses on reading and responding to realistic fiction. Grade 2 students will listen to and read picture books and chapter books to deepen their understanding of narrative text elements. Students will engage in interactive and shared reading experiences with a focus on narrative text structure and informational texts.</p> <p>During the month of October, lessons and activities are planned to focus on preventing harassment, intimidation, and bullying; and to promote acceptance, peaceful co-existence and embracing our differences.</p>
<b>Writing Component</b>	<p>In this unit students will develop a strong understanding of informative writing. They will engage in lessons and writing experiences that will help them to master writing an effective informational paragraph. By the end of the unit students will be able to think about two texts and write an informational paragraph comparing information about the animals in the text. Journal writing will assist in strengthening of the writing content.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are animal homes like?</li> <li>● What can you learn from planting a garden?</li> <li>● How can some storms be dangerous?</li> <li>● How can stories help you learn a lesson?</li> <li>● What is special about animals that live in the ocean?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will understand that authors and illustrators use the pictures and the words to create a story for the reader.</li> <li>● Students will discover that readers identify/understand the character, setting, and plot.</li> <li>● Students will explore main idea and fact and opinion.</li> <li>● Students will be able to understand base word and prefixes.</li> <li>● Students will create informative writing pieces focusing on the main purpose/elaboration of writing.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul>
<p><b>Standards</b></p>	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>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 text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode words with common prefixes and suffixes.</p>

e. Recognize and read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

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

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).

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

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

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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.

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

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

- a. Capitalize holidays, product names, and geographic names.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

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

- a. . Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.



L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a . Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

**Integrated  
Accommodations and  
Modifications**

- **Special Education Students**
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Provide visuals of vocabulary/language
  - Books on audio
  - Digital components/tools available online
- **English Language Learners**
  - Invite students to explore different points of view on a topic of study and compare
  - Integrated and small-group support.
  - Provide visuals of vocabulary/language
  - Books on audio
  - Digital components/tools available online
- **Basic Skills Instruction**
  - Encourage students to make transformations - use a common task or item in a different way
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Leveled readers for small group instruction
  - Differentiated phonics instruction and fluency
  - Digital components/tools available online
- **504 Students**
  - Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Digital components/tools available online
- **Gifted & Talented Students**
  - Encourage students to explore concepts in depth and encourage independent studies or investigations.
  - Modeling or independent student led research

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<b>Integration of 21st Century Learning Skills</b>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<b>Career Education</b>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>

<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers. This will also grow their oral language skills.</li> </ul>
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### Unit 3 - Tell Me About It!

<b>Timeframe</b>	December
<b>Overview</b>	The focus of this unit is on reading and comprehending informational text/humorous fiction and analyze the main idea. Second-grade students read and listen to multiple texts and deconstruct them with the teacher in order to understand the text and build fluency expression when reading. Students will also develop on spelling patterns with vowel digraphs and the schwa vowel sound.
<b>Writing Component</b>	Persuasive writing In this unit students will develop a strong understanding of a persuasive opinion essay/letter. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will use the text to write an opinion essay about different topics. By the end of the unit students will be able to develop stories with two or three scenes that successfully develop purpose, organization, and elaboration in the course of their writing. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>JOURNEYS Student Edition</li> <li>JOURNEYS Leveled Readers</li> <li>JOURNEYS Readers Notebook</li> <li>JOURNEYS Teacher's Edition</li> <li>JOURNEYS Digital Focus Wall</li> <li><a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li><a href="http://www.starfall.com">www.starfall.com</a></li> <li><a href="http://www.readinga-z.com">www.readinga-z.com</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can people help each other?</li> <li>• What are different ways to enjoy music?</li> <li>• How are some schools different from each other?</li> <li>• How can you communicate in different ways?</li> <li>• Why is it important to follow safety rules?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will learn that readers read informational text in order to gain information about a topic.</li> <li>• Students will understand that fiction and informational text are written for different purposes and organized differently; we therefore read them differently.</li> <li>• Students will explore different language strategies to build on information.</li> <li>• Students will be to use expression when reading.</li> <li>• Students will be able to create connections to their life. (home , school)</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>• 8.1.2.A.2 Create a document using a word processing application.</li> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>• 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</li> <li>• 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</li> </ul>
<b>Standards</b>	<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>

	<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>a. Know spelling-sound correspondences for common vowel teams.</li><li>b. Decode regularly spelled two-syllable words with long vowels.</li><li>c. Decode words with common prefixes and suffixes.</li><li>e. Recognize and read grade-appropriate irregularly spelled words.</li></ul> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p>
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	<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"><li>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).</li><li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li></ul> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li><li>f. 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>).</li></ul> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters.</li></ul>
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	<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>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>).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b></li> </ul>



	<ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> <ul style="list-style-type: none"> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<p>The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</p>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers. This will also grow their oral language skills.</li> </ul>

## Unit 4 - Heroes and Helpers

<b>Timeframe</b>	January-February
<b>Overview</b>	Instruction in this unit emphasizes on story structure, sequence of events and understanding characters. Readers will be able to create connections to the topics and be able to monitor their own learning. At the end of this unit, they will think about two of the texts they have read.
<b>Writing Component</b>	Narrative: In this unit students will continue developing a strong understanding of narrative writing. They will engage in lessons and writing experiences that will help them develop writing a stories. By the end of the unit students will be able to use information from the texts to write a story about an adventure they take. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can helping others make you feel good?</li> <li>● Why is it important to keep trying even if something is difficult to do?</li> <li>● Why are reading and writing important?</li> <li>● How are signs helpful?</li> <li>● What makes someone a hero?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will explore different texts.</li> <li>● Students will understand how readers identify character, setting, and plot.</li> <li>● Students will learn that stories are told in order with a beginning, middle, end.</li> <li>● Students will learn that base word and different endings change the word meaning.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (e.g. games, museums)</li> <li>● 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</li> </ul>

Standards	
	<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

- a. Know spelling-sound correspondences for common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- e. Recognize and read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

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

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

	<ul style="list-style-type: none"><li>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).</li><li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li></ul> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>c. Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li></ul> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters.</li><li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li><li>e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li></ul> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"><li>a. Compare formal and informal uses of English.</li></ul> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"><li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li></ul>
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	<p>b. 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>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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>).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li>   <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> </ul>



	<ul style="list-style-type: none"> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> </ul>
<b>Career Education</b>	<p>The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</p>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers. This will also grow their oral language skills.</li> </ul>

## Unit 5 Changes, Changes Everywhere

<b>Timeframe</b>	March-April
<b>Overview</b>	Instruction in this unit emphasizes types of characters and settings in folktales, folktale language and structure and various versions of folktales. This unit will also focus on basic elements of story structure as well as understanding character, cause and effect, and text features.
<b>Writing Component</b>	In this unit students will create strong informative paragraphs. They will engage in lessons and writing experiences that will help them to master writing an effective informational writing. This will include creating informative problem and solution, compare and contrast, and a research report. By the end of the unit students will be able to think about two stories and write an informational paragraph comparing information. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do animals care for their young?</li> <li>● How do friends help each other?</li> <li>● How is art connected to the past?</li> <li>● Why are some stories told over and over again?</li> <li>● How do plants grow and change?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to identify the text's main idea and details.</li> <li>● Students will learn about understanding characters and interpret figurative language.</li> <li>● Students will recount the sequence of events in a text.</li> <li>● Students will analyze cause and effect and learn about point of view.</li> <li>● Students will analyze text and graphic features.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (e.g. games, museums)</li> <li>● 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</li> </ul>
<p><b>Standards</b></p>	<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>

	<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>d. Identify words with inconsistent but common spelling-sound correspondences.</li></ul> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
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	<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"><li>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).</li><li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li><li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li></ol> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"><li>a. Use collective nouns (e.g., <i>group</i>).</li><li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li><li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li><li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>f. 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>).</li></ol>
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	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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>).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<p>The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</p>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers. This will also grow their oral language skills.</li> </ul>



## Unit 6 What a Surprise!

<b>Timeframe</b>	May-June
<b>Overview</b>	The focus of this unit is on reading and comprehending fairy tales, folktales, and fantasy. Second-grade students will read and listen to multiple texts and deconstruct them with the teacher in order to understand the text and build fluency expression when reading. Students will also develop on vowel diphthongs.
<b>Writing Component</b>	In this unit students will develop an opinion response essay. They will engage in lessons and writing experiences that will help them to master writing an effective opinion piece. Students will use the text to write an opinion essay about different topics. By the end of the unit students will be able to develop stories with two or three scenes that successfully develop purpose, organization, and elaboration in the course of their writing. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do animals change as they grow?</li> <li>● How can you learn about animals that lived long ago?</li> <li>● What can you learn from reading a fairy tale?</li> <li>● <b>What good things happen when people work together?</b></li> <li>● Why might a person from long ago still be important today?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will explore different texts.</li> <li>● Students will understand how readers identify fact and opinion.</li> <li>● Students will learn that stories have structure and how to summarize the text.</li> <li>● Students will build on foundational skills in fluency and phonics.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (e.g. games, museums)</li> <li>● 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</li> </ul>

**Standards**

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

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

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.

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.

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.

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

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

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

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

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

	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>b. Decode regularly spelled two-syllable words with long vowels.</li><li>c. Decode words with common prefixes and suffixes</li><li>d. Identify words with inconsistent but common spelling-sound correspondences.</li><li>e. Decode words with common prefixes and suffixes</li></ul> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li></ul> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>
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SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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.

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

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

	<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real life connections between words and their</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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>).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>

	<ul style="list-style-type: none"> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> </ul>
<b>Career Education</b>	<p>The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</p>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers. This will also grow their oral language skills.</li> </ul>