

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Overview:** English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#"><u>Unit 1</u></a>	Primary Focus NJSLS: RL.2.1    RI.2.1    RF.2.3B,E RL.2.3    RI.2.5    RF.2.4A,B,C RL.2.5    RI.2.6 RL.2.7    RI.2.7 RL.2.10    RI.2.10 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.2.3 W.2.5 W.2.6	Primary Focus NJSLS: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus NJSLS: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6
	Text Type: <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
	Enduring Understandings 1. Good citizenship takes many forms, and it is important to be a good citizen at home, at school, in one’s community, and online. (Module 1) 2. Exploring by asking questions, trying new things, and using senses helps us learn about matter and the world around us. (Module 2) 3. People can listen to each other and work through disagreements even when they have different ideas and beliefs. (Module 3)		Essential Questions 1. How can being a good citizen make a difference to others? 2. How does exploring help us understand the world around us? 3. How can people work out disagreements?	

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<a href="#"><u>Unit 2</u></a>	Primary Focus NJSLS: RL.2.1    RI.2.1    RF.2.3A,B,D RL.2.3    RI.2.3    RF.2.4A,B,C RL.2.4    RI.2.4 RL.2.5    RI.2.5 RL.2.7    RI.2.6 RL.2.10    RI.2.7 RI.2.10 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus NJSLS: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus NJSLS: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Shared research writing</li> <li>• Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
	Enduring Understandings 1. Readers can learn valuable lessons from the words and actions of characters in stories. (Module 4)  2. Being a good leader takes dedication, determination, and bravery. (Module 5)  3. Different types of weather affect our lives at home and in our communities. (Module 6)		Essential Questions 1. What lessons can we learn from the characters in stories?  2. What are the qualities of a good leader?  3. How does weather affect us?	
<a href="#"><u>Unit 3</u></a>	Primary Focus NJSLS: RL.2.1    RI.2.1    RF.2.3A,C,E RL.2.2    RI.2.2    RF.2.4A,B,C RL.2.4    RI.2.3 RL.2.6    RI.2.4 RL.2.9    RI.2.8 RL.2.10    RI.2.9 RI.2.10 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.2.1 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus NJSLS: SL.2.1A,B,C SL.2.3 SL.2.5 SL.2.6	Primary Focus NJSLS: L.2.1B,C,D,E,F L.2.2B,C,D,E L.2.3A L.2.4A L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Informative/explanatory writing</li> <li>• Shared research writing</li> <li>• Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>

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<p><a href="#"><u>Unit 3 (cont.)</u></a></p>	<p>Enduring Understandings</p> <ol style="list-style-type: none"> <li>1. Our lives are shaped and molded by our day-to-day life experiences. (Module 7)</li> <li>2. Plants need air, water, soil, and sunlight in order to live and grow. (Module 8)</li> <li>3. Living things in a habitat rely on each other to stay alive because habitats such as hot deserts and warm rainforests provide food and shelter for the animals that live there. (Module 9)</li> </ol>		<p>Essential Questions</p> <ol style="list-style-type: none"> <li>1. How do our experiences shape our lives?</li> <li>2. What do plants need to live and grow?</li> <li>3. How do living things in a habitat depend on each other?</li> </ol>		
<p><a href="#"><u>Unit 4</u></a></p>	<p>Primary Focus NJSLs:            RL.2.1    RI.2.1    RF.2.3A,C,D,E            RL.2.2    RI.2.2    RF.2.4A,B,C            RL.2.4    RI.2.3            RL.2.6    RI.2.4            RL.2.9    RI.2.8            RL.2.10    RI.2.9                        RI.2.10            WIDA Standards 1, 2, 4, 5</p>	<p>Primary Focus NJSLs:            W.2.1            W.2.3            W.2.5            W.2.6            W.2.7            W.2.8</p>	<p>Primary Focus NJSLs:            SL.2.1A,B,C            SL.2.2,            SL.2.3            SL.2.5</p>	<p>Primary Focus NJSLs:            L.2.1B,D,E,F            L.2.2B,D,E            L.2.3A            L.2.4A,B,C,E            L.2.5A,B            L.2.6</p>	
<p>Text Type:</p> <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>		<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Narrative writing</li> <li>• Shared research writing pieces</li> <li>• Routine writing</li> </ul>		<p>Task type:</p> <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<p>Enduring Understandings</p> <ol style="list-style-type: none"> <li>1. People around the world have different cultures and traditions, and understanding one another’s culture helps us celebrate our similarities and differences. (Module 10)</li> <li>2. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including biographies, opinion writing, and informational text can enhance our understanding and learning of new facts and information. (Module 11)</li> </ol>		<p>Essential Questions</p> <ol style="list-style-type: none"> <li>1. What can we learn from different people and cultures?</li> <li>2. What makes reading non-fiction different from reading other genres?               <ol style="list-style-type: none"> <li>a. Week One: What are the characteristics of a biography?</li> <li>b. Week Two: What are the characteristics of opinion writing?</li> <li>c. Week Three: What are the characteristics of informational text?</li> </ol> </li> </ol>			

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<b>Unit 4 (cont.)</b>	3. Reading literary texts are different from reading other genres. Knowing the characteristics of literary texts including realistic fiction, fantasy, and poetry can enhance our understanding and enjoyment of stories and poems. (Module 12)		3. What makes reading literary texts different from reading other genres? a. Week One: What are the characteristics of realistic fiction? b. Week Two: What are the characteristics of fantasy? c. Week Three: What are the characteristics of poetry?	
<b>Suggested Open Education Resources</b>	<b>Reading</b> <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.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> <li>• <a href="https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684">https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684</a></li> </ul>	<b>Writing &amp; Language</b> <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>-</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> <li>• <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></li> </ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://kylenebeers.com/blog/">http://kylenebeers.com/blog/</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>

Unit 1 Grade 2		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
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.	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.	<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>
RL.2.3. Describe how characters in a story respond to major events and challenges <b>using key details</b> .		<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>

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RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action <b>identifying how each successive part builds on earlier sections.</b>	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.	RL.2.5: <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>
		RI.2.5: <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>
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<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>
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.	RI.2.7. Explain how specific <b>illustrations and images</b> (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.2.7: <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>
		RI.2.7: <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>
RL.2.10 Read and comprehend literature, including stories and poetry, <b>at grade level</b> text complexity <b>or above</b> , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, <b>at grade level</b> text complexity band proficiently, with scaffolding as needed.	<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>
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. <b>(due to standard realignment, formerly RF.2.3.C)</b> RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. <b>(due to standard realignment, formerly RF.2.3.F)</b>		<ul style="list-style-type: none"> <li>Utilize strategies for decoding two-syllable words in texts</li> <li>Utilize strategies for decoding irregularly-spelled words in texts</li> </ul>
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		<ul style="list-style-type: none"> <li>Understand grade-level text when reading</li> <li>Read grade-level text aloud, making minimal errors</li> <li>Use an appropriate rate when reading aloud</li> <li>Use appropriate expression and inflection when reading text aloud</li> <li>Use appropriate self-correction strategies to read words and for understanding</li> </ul>

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RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Reread text to better understand what was read, when necessary</li> </ul>
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
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.	<ul style="list-style-type: none"> <li>• Include an introduction statement</li> <li>• Describe order of events using transition words (e.g. first, next, then, last)</li> <li>• Choose descriptive words that match thinking, feelings, and actions</li> <li>• Incorporate simple and compound sentence structures</li> <li>• Use linking words (e.g., because, and, also)</li> <li>• End with a closing statement</li> </ul>
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed <b>through self-reflection, revising, and editing.</b>	<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>
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.	<ul style="list-style-type: none"> <li>• Publish writing both independently and with peers using digital tools</li> <li>• Use keyboarding techniques</li> </ul>
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
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. SL.2.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1.B. Build on others' talk in conversations by linking their <b>explicit</b> comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> <li>• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>• Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>• Use norms of conversations (e.g., eye contact, taking turns, etc)</li> <li>• Connect comments to build on remarks of others</li> <li>• Ask questions and further explanations about topics and/or texts</li> </ul>
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Demonstrate careful listening in order to describe or recount what is heard</li> <li>• Describe key ideas or details from a text or presentation when presented orally</li> </ul>
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Articulate ideas (both verbally and in writing) using complete sentences and ideas</li> <li>• Provide details or clarifications when speaking as requested</li> </ul>
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A. Use collective nouns (e.g., group). L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> <li>• Define and identify collective nouns in sentences</li> <li>• Use collective nouns in student writing pieces</li> <li>• Identify irregular plural nouns used when reading, writing or speaking</li> <li>• Classify plural nouns as regular or irregular</li> <li>• Form and use common irregular plural nouns</li> </ul>

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L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).	<ul style="list-style-type: none"> <li>• Identify reflexive pronouns when reading, writing or speaking</li> <li>• Classify pronouns as reflexive</li> <li>• Accurately use reflexive pronouns when reading, writing or speaking</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.E. Consult <b>print and digital resources</b>, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization when writing</li> <li>• Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> <li>• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal 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> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>• Identify the connections of words to real-life experiences</li> </ul>
<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., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> <li>• Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</li> <li>• Make purposeful language choices to communicate in an effective way</li> <li>• Utilize adjectives and adverbs to describe where necessary</li> </ul>
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

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WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 1 Grade 2	
District/School Formative Assessment Plan	District/School Diagnostic & Summative Assessment Plan
<ul style="list-style-type: none"> <li>• Correct &amp; Redirect</li> <li>• Class Discussions</li> <li>• Student Participation</li> <li>• Teacher Observation</li> <li>• Self-Assessments</li> <li>• Verbalization</li> <li>• Anecdotal Notes</li> <li>• Performance-Based Assessments/Tasks</li> <li>• Oral Reading/Running Records</li> <li>• Exit Tickets</li> <li>• <i>iRead</i></li> <li>• Intervention Assessments</li> <li>• Graphic Organizers</li> <li>• Literacy Centers</li> <li>• Think-Pair-Share</li> <li>• Scoring Rubrics</li> <li>• Weekly Assessments</li> <li>• Benchmark Assessments</li> <li>• Selection &amp; Leveled Reader Quizzes</li> <li>• Text Responses</li> <li>• Conferences</li> <li>• Know It, Show It</li> </ul>	<p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>• DIBELS Benchmark Assessment MP1,2,4</li> <li>• LinkIt! MP1,2,4</li> <li>• <i>iRead</i></li> <li>• Guided Reading Benchmark Assessment Kit MP 1,3,4</li> <li>• HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Module Assessments</li> <li>• Guided Reading Benchmark Assessment Kit</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Inquiry and Research Projects</li> <li>• Hands-On Activities</li> </ul>
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> <li>1. Good citizenship takes many forms, and it is important to be a good citizen at home, at school, in their community, and online. (Module 1)</li> <li>2. Exploring by asking questions, trying new things, and using senses help us learn about matter and the world around us. (Module 2)</li> <li>3. People can listen to each other and work through disagreements even when they have different ideas and beliefs. (Module 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. How can being a good citizen make a difference to others?</li> <li>2. How does exploring help us understand the world around us?</li> <li>3. How can people work out disagreements?</li> </ol>



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Unit 1 Grade 2	
District/School Texts and Resources	Aligned Skills and Activities
<p><b><i>The following texts and resources are utilized in Unit 1.</i></b></p> <p><b>Module 1: Be a Super Citizen</b>            Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p> <ul style="list-style-type: none"> <li>• Teacher’s Guide (TG) pp. T1-T247</li> <li>• Week at a Glance               <ul style="list-style-type: none"> <li>○ Week 1: TG pp. T22-23</li> <li>○ Week 2: TG pp. T98-T99</li> <li>○ Week 3: TG pp. T174-T175</li> </ul> </li> <li>• Ed Your Friend in Learning: <a href="https://www.hmhco.com/one/login/">https://www.hmhco.com/one/login/</a></li> </ul> <p><b>Resources for Module 1:</b></p> <ul style="list-style-type: none"> <li>• Ed Your Friend in Learning (Ed Online) - Access to all online resources</li> <li>• Teacher’s Guides</li> <li>• Writer’s Workshop Teacher’s Guide</li> <li>• Teacher Resource Book</li> <li>• Teaching Pal (teacher text)</li> <li>• myBook (student text)</li> <li>• Read Aloud Books with Matching Bookstix</li> <li>• Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards</li> <li>• Articulation Videos</li> <li>• Vocabulary Cards</li> <li>• Anchor Charts</li> <li>• Display and Engage Organizers (online resource)</li> <li>• Get Curious Videos (online resource)</li> <li>• <i>iRead</i> (online resource)</li> <li>• Rigby Readers with matching Take and Teach Lessons</li> <li>• Start Right Readers</li> <li>• Tabletop Minilessons</li> <li>• Printables</li> <li>• Know It, Show It (printable)</li> </ul>	<p><b><i>Activities for the following skills are found in the corresponding texts and resources.</i></b></p> <p><b>Module 1: Be a Super Citizen</b>  <b>Learning Mindset: Belonging</b></p> <p><b><u>Build Knowledge &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>Access Prior Knowledge/Build Background</b></li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>Big Idea Words:</b> citizen, difference, kind</li> </ul> </li> <li>• <b>Multimedia</b> <ul style="list-style-type: none"> <li>○ <b>Active Listening and Viewing:</b> <ul style="list-style-type: none"> <li>➤ Get Curious Video: <i>Super Citizen</i></li> </ul> </li> </ul> </li> </ul> <p><b><u>Foundational Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>○ Blend &amp; Isolate Phonemes</li> </ul> </li> <li>• <b>Phonics</b> <ul style="list-style-type: none"> <li>○ Consonants; Short <i>a, i, o, u, e</i></li> <li>○ Multisyllabic Words: Short <i>a, i, o, u, e</i></li> <li>○ Long <i>a, i</i> (VCe)</li> <li>○ Soft <i>c</i> and <i>g</i></li> </ul> </li> <li>• <b>Spelling</b> <ul style="list-style-type: none"> <li>○ Short <i>a, i, o, u, e</i>; Long <i>a, i</i> (VCe)</li> </ul> </li> <li>• <b>High-Frequency Words</b></li> <li>• <b>Fluency</b> <ul style="list-style-type: none"> <li>○ Accuracy and Self-Correction</li> <li>○ Reading Rate</li> <li>○ Expression</li> </ul> </li> </ul> <p><b><u>Reading Workshop &amp; Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>Power Words</b></li> <li>○ <b>Reader’s Vocabulary</b></li> </ul> </li> </ul>

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Generative Vocabulary**
  - Words That Describe Actions
  - Words That Describe People, Places, and Things
  - Inflections *-ed, -ing*
- **Vocabulary Strategy**
  - Antonyms
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Personal Narrative
    - Informational Text
    - Fantasy
    - Biography
    - Realistic Fiction
    - Video
- **Speaking and Listening**
  - Collaborative Conversations
- **Comprehension**
  - **Use Metacognitive Skills**
    - Ask and Answer Questions
    - Monitor and Clarify
    - Summarize
    - Create Mental Images
  - **Literary Elements/Author’s Purpose and Craft**
    - Central Idea
    - Setting
    - Author’s Purpose
    - Characters
- **Respond to Text**
  - Interact with Text
  - Written Response
- **Fluency**
  - Accuracy and Self-Correction
  - Reading Rate
  - Expression

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

**Module 2: Look Around and Explore!**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T249-T495
- Week at a Glance
  - Week 1: TG pp. T270-T271
  - Week 2: TG pp. T346-T347
  - Week 3: TG pp. T422-T423
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 2:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

**Writing Workshop**

- **Writing Form**
  - Personal Narrative
- **Focal Text**
  - *Just a Dream*, by Chris Van Allsburg
- **Grammar Minilessons**
  - Subjects & Predicates
  - Simple Sentences
  - Kinds of Sentences

**Module 2: Look Around and Explore!**

**Learning Mindset: Curiosity**

**Build Knowledge & Language**

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** examine, identify, record
- **Multimedia**
  - **Active Listening and Viewing:**
    - Get Curious Video: *Mystery Animal Hunt*

**Foundational Skills**

- **Phonological Awareness**
  - Segment, Count Phonemes
  - Isolate Phonemes: Identify Vowels
  - Blend Syllables
  - Segment, Count Syllables
- **Phonics**
  - Long *o, e, u* (CV, VCe)
  - Review Long Vowels (VCe)
  - Short and Long Vowels (CVC, VCe)
  - Suffixes *-er, -est*
  - Initial Blends with *l, r, s*
  - Inflections *-s, es*

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

**Module 3: Meet in the Middle**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T1-T247
- Week at a Glance
  - Week 1: TG pp. T22-T23
  - Week 2: TG pp. T98-T99
  - Week 3: TG pp. T174-T175
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 3:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook
- 

- **Spelling**
  - Long *o, u* (VCe)
- **High-Frequency Words**
- **Fluency**
  - Phrasing
  - Intonation
  - Accuracy and Self-Correction

**Reading Workshop & Vocabulary**

- **Vocabulary**
  - **Power Words**
  - **Reader’s Vocabulary**
  - **Generative Vocabulary**
    - Suffixes *-er, -est*
    - Inflections *-s, -es*
    - Words That Name Places
  - **Vocabulary Strategy**
    - Synonyms
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Infographic
    - Narrative Nonfiction
    - Informational Text
    - Fantasy
    - Poetry
    - Drama
    - Fine Art
- **Research**
  - Select a Topic
- **Comprehension**
  - **Use Metacognitive Skills**
    - Make Inferences
    - Make Connections
    - Create Mental Images
    - Ask and Answer Questions

**Winslow Township School District**  
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**Unit 1 Grade 2**

• **Additional Holocaust Resources:**

- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- [https://nj.gov/education/holocaust/downloads/curriculum/caring\\_makes\\_a\\_difference\\_K-4\\_%20curriculum\\_guide.pdf](https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf)

○ **Literary Elements/Author's Purpose and Craft**

- Author's Purpose
- Central Idea
- Content-Area Words
- Setting
- Connect Text and Visuals
- Elements of Poetry
- Elements of Drama

• **Respond to Text**

- Interact with Sources
- Written Response

• **Fluency**

- Phrasing
- Intonation
- Accuracy and Self-Correction

**Writing Workshop**

• **Writing Form**

- Descriptive Essay

• **Focal Text**

- *Uncommon Traveler: Mary Kingsley in Africa*, by Don Brown

• **Grammar Minilessons**

- Types of Nouns
- Singular and Plural Nouns
- More Plural Nouns

**Module 3: Meet in the Middle**

**Learning Mindset: Trying Again**

**Build Knowledge & Language**

• **Access Prior Knowledge/Build Background**

• **Vocabulary**

- **Big Idea Words:** compromise, decision, disagreement

• **Multimedia**

- **Active Listening and Viewing:**

- Get Curious Video: *The Compromise Kid*

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

**Foundational Skills**

- **Phonological Awareness**
  - Manipulate Phonemes: Add
  - Manipulate Phonemes: Delete
  - Blend Syllables
  - Produce Rhymes
  - Segment Syllables
  - Blend Phonemes
  - Segment, Count Syllables
- **Phonics**
  - Final Blends
  - Closed Syllables
  - Double Final Consonants
  - Inflections
  - Consonant Digraphs
  - Prefixes *un-*, *re-*
- **Spelling**
  - Final Blends
  - Double Final Consonants
  - Consonant Digraphs
- **High-Frequency Words**
- **Fluency**
  - Reading Rate
  - Phrasing
  - Expression

**Reading Workshop & Vocabulary**

- **Vocabulary**
  - **Power Words**
  - **Reader's Vocabulary**
  - **Generative Vocabulary**
    - Prefixes *un-*, *re-*
    - Inflections *-ed*, *-ing*
    - Words About Communication

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

- **Vocabulary Strategy**
  - Context Clues
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Cartoon
    - Realistic Fiction
    - Fantasy
    - Informational Text
    - Biography
    - Infographic
- **Speaking and Listening**
  - Social Communication
- **Comprehension**
  - **Use Metacognitive Skills**
    - Monitor and Clarify
    - Make and Confirm Predictions
    - Synthesize
    - Retell
  - **Literary Elements/Author's Purpose and Craft**
    - Central Idea
    - Point of View
    - Theme
    - Text Organization
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Reading Rate
  - Phrasing
  - Expression

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

**Writing Workshop**

- **Writing Form**
  - Persuasive Essay
- **Focal Text**
  - *Mr. Tiger Goes Wild*, by Peter Brown
- **Grammar Minilessons**
  - Proper Nouns
  - Types of Verbs
  - Compound Subjects and Predicates

**Holocaust Activities:** *The William Hoy Story* (Module 1, Week 2), *Violet the Piolet* (Module 1, Week 3); *Working with Others* (Module 3, Week 2); *Pepita and the Bully* (Module 3, Week 3); *Be A Hero! Work It Out!* (Module 3, Week 3)

- Additional activities found in **911 Lessons for the Classroom: K-5 Lesson Plans** (NJDOE)
- Additional activities found in **Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL** (NJDOE)
- Additional activities found in **Caring Makes a Difference** (NJDOE)

**District/School Supplementary Resources**

Read Works: <https://www.readworks.org/>

newsela: <https://newsela.com/>

Freckle: <https://www.freckle.com/ela/>

Dogo News: <https://www.dogonews.com/>

Reading Bear: <http://www.readingbear.org/>

ABCya: <https://www.abcya.com/>

Starfall: <https://www.starfall.com/h/>

FunEnglishGames.com: <http://www.funenglishgames.com/>

Family Learning/Sight Word Games:

[http://www.familylearning.org.uk/sight\\_word\\_games.html](http://www.familylearning.org.uk/sight_word_games.html)

Quill: <https://www.quill.org/>

Brainpop: <https://www.brainpop.com/>

Diversity, Equity & Inclusion Educational Resources

<https://www.nj.gov/education/standards/dei/>



**Winslow Township School District  
English Language Arts  
Grade 2**

Unit 1 Grade 2		
District/School Writing Tasks		
<p><b>Primary Focus</b></p> <ul style="list-style-type: none"> <li>• <b>Module 1:</b> Narrative Writing <i>Personal Narrative</i></li> <li>• <b>Module 2:</b> Informational Text Writing <i>Descriptive Essay</i></li> <li>• <b>Module 3:</b> Opinion Writing <i>Persuasive Text</i></li> </ul> <p><b>District Requirement:</b> Complete one process piece for Unit/MP 1 for district writing portfolio.</p> <p><b>State Requirement:</b> Complete at least one piece of narrative and routine writing.</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• Response to Text</li> <li>• Inquiry &amp; Research Projects</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Response to Text               <ul style="list-style-type: none"> <li>○ myBook</li> <li>○ Writing Prompts</li> </ul> </li> <li>• Literacy Centers               <ul style="list-style-type: none"> <li>○ Listening &amp; Reading Logs</li> <li>○ Annotate the Text</li> <li>○ Response Journal</li> <li>○ Inquiry &amp; Research Projects</li> </ul> </li> </ul>
Instructional Best Practices and Exemplars		
<p style="text-align: center;"><b>Instructional Best Practices</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Differentiated Instruction</li> </ul>		<p style="text-align: center;"><b>Exemplars</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.readingrockets.org/strategies#skill1042">https://www.readingrockets.org/strategies#skill1042</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="https://www.noredink.com/">https://www.noredink.com/</a></li> <li>• <a href="https://eleducation.org/">https://eleducation.org/</a></li> </ul>
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills		
<p><b>9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.</b></p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 &amp; 9.4:</p> <p><b>Philadelphia Mint</b> <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b> <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>		

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

**Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

Unit 1 Grade 2	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>● Use of bilingual dictionaries</li> <li>● Personal dictionary</li> <li>● Word wall</li> <li>● Manipulatives</li> <li>● Pictures, photographs</li> <li>● Modeling and guided practice</li> <li>● Sentence starters</li> <li>● Response frames</li> <li>● Adapted text/Leveled Readers</li> <li>● Repeated reading</li> <li>● Graphic organizers</li> <li>● Background knowledge experience</li> <li>● Vocabulary (cognates) exposure</li> <li>● Fluency strategies</li> <li>● Targeted phonics practice</li> <li>● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> <li>○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> <li>● Require higher order thinking, communication, and leadership skills</li> <li>● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>● Provide higher level texts</li> <li>● Expand use of open-ended, abstract questions</li> <li>● Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>● Provide Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>● <a href="#">Gifted Programming Standards</a></li> <li>● <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>● <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

**Interdisciplinary Connections**

**Science:**

**NJSLS 2-PS1-1:** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (Module 2, Week 1)

**NJSLS 2-PS1-4:** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (Module 2, Weeks 1 & 3)

**Social Studies:**

**NJSLS 6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society (Module 1, Week 2)

**NJSLS 6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. (Module 1, Week 2)

**NJSLS 6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. (Module 3, Weeks 2-3) **Holocaust**

**NJSLS 6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. (Module 1, Weeks 2-3) **Holocaust**

**NJSLS 6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). (Module 1, Week 2) (Module 3, Week 3); **Holocaust**

**Arts:**

**NJSLS 1.4.2.Pr4a:** Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. (Module 2, Week 3)

**NJSLS 1.4.2.Cr2b** Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama) (Modules 1-3, Creativity Corner)

**NJSLS 1.4.2.Cn11a:** With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (Module 2, Week 3)

**Integration of Computer Science and Design Thinking**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

**8.1.2.CS.2** Explain the functions of common software and hardware components of computing systems.

**8.1.2.AP.3** Create programs with sequences and simple loops to accomplish tasks.

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 1 Grade 2**

- 8.1.2.NI.1** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2** Describe how the internet enables individuals to connect with others worldwide.
- 8.1.2.CS.3** Describe basic hardware and software problems using accurate terminology.

**Unit 2 Grade 2**

<b>Unit 2 Reading Standards</b>		<b>Unit 2 Reading Critical Knowledge and Skills</b>
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.	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.	<ul style="list-style-type: none"> <li>• Utilize textual evidence to support thinking when asking and answering general questions</li> <li>• Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> </ul>
RL.2.3. Describe how characters in a story respond to major events and challenges <b>using key details</b> .	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.2.3: <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 a problem or challenges</li> </ul>
		RI.2.3: <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>
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<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>
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key	RL.2.5: <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>

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identifying how each successive part builds on earlier sections.	facts or information in a text efficiently.	RI.2.5: <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 helps clarify important information about what is being read</li> <li>Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text</li> </ul>
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<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>
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.	RI.2.7. Explain how specific <b>illustrations and</b> images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.2.7: <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>
		RI.2.7: <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>
RL.2.10 Read and comprehend literature, including stories and poetry, <b>at grade level</b> text complexity <b>or above</b> , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, <b>at grade level</b> text complexity band proficiently, with scaffolding as needed.	<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>
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. <b>(due to standard realignment, formerly RF.2.3.B)</b> RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. <b>(due to standard realignment, formerly RF.2.3.C)</b> RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. <b>(due to standard realignment, formerly RF.2.3.E)</b>		<ul style="list-style-type: none"> <li>Identify typical vowel combinations</li> <li>Demonstrate ability to pronounce and spell words with vowel teams</li> <li>Utilize strategies for decoding two-syllable words in texts</li> <li>Utilize strategies for decoding irregularly spelling-sound correspondence words in texts</li> </ul>
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>Understand grade-level text when reading</li> <li>Read grade-level text aloud, making minimal errors</li> <li>Use an appropriate rate when reading aloud</li> <li>Use appropriate expression and inflection when reading text aloud</li> <li>Use appropriate self-correction strategies to read words and for understanding</li> <li>Reread text to better understand what was read, when necessary</li> </ul>

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Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.2.2. Write informative/explanatory texts in which they introduce a topic, use <b>evidence-based</b> facts and definitions to develop points, and provide a <b>conclusion</b> .	<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>
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed <b>through self-reflection, revising, and editing</b> .	<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>
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.	<ul style="list-style-type: none"> <li>• Publish writing both independently and with peers using digital tools</li> <li>• Use keyboarding techniques</li> </ul>
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a <b>single topic</b> to produce a report; record science observations).	<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>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<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>
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
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. SL.2.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1.B. Build on others' talk in conversations by linking their <b>explicit</b> comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> <li>• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>• Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>• Use norms of conversations (e.g., eye contact, taking turns, etc.)</li> <li>• Connect comments to build on remarks of others</li> <li>• Ask questions and further explanations about topics and/or texts</li> </ul>
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> <li>• Demonstrate storytelling techniques</li> <li>• Report relevant facts and details about experience</li> <li>• Provide clear thoughts and emotion</li> </ul>
SL.2.5. <b>Use multimedia</b> ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Utilize digital media to enhance ideas for meaning</li> <li>• Create visuals that emphasize chosen facts or details</li> </ul>



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SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Articulate ideas (both verbally and in writing) using complete sentences and ideas</li> <li>• Provide details or clarifications when speaking as requested</li> </ul>
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.A. Use collective nouns (e.g., group).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 20px;">L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> <li>• Define and identify collective nouns in sentences</li> <li>• Articulate the purpose and use of collective nouns</li> <li>• Use collective nouns in student writing, not in isolation</li> <li>• Define and identify adjectives and adverbs when reading, writing or speaking</li> <li>• Classify adjectives and adverbs in sentences when reading and writing</li> <li>• Use adjectives and adverbs to appropriately modify words in the sentence</li> <li>• Define and identify simple and compound sentences when reading and writing</li> <li>• Classify sentences as simple or compound</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 20px;">L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 20px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 20px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization when writing</li> <li>• Define and identify apostrophes in writing</li> <li>• Articulate the purpose and use of apostrophes</li> <li>• Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing</li> <li>• Identify common spelling patterns</li> <li>• Utilize common spelling patterns when writing</li> <li>• Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> <li>• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal 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> <p style="padding-left: 20px;">L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">L.2.4.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 style="padding-left: 20px;">L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p style="padding-left: 20px;">L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>



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L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>
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).	<ul style="list-style-type: none"> <li>• Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</li> <li>• Make purposeful language choices to communicate in an effective way</li> <li>• Utilize adjectives and adverbs to describe where necessary</li> </ul>
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 2 Grade 2		
District/School Formative Assessment Plan	District/School Diagnostic & Summative Assessment Plan	
<ul style="list-style-type: none"> <li>• Correct &amp; Redirect</li> <li>• Class Discussions</li> <li>• Student Participation</li> <li>• Teacher Observation</li> <li>• Self-Assessments</li> <li>• Verbalization</li> <li>• Anecdotal Notes</li> <li>• Performance-Based Assessments/Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Assessments</li> <li>• Graphic Organizers</li> <li>• Literacy Centers</li> <li>• Think-Pair-Share</li> <li>• Scoring Rubrics</li> <li>• Weekly Assessments</li> <li>• Benchmark Assessments</li> <li>• Selection &amp; Leveled Reader Quizzes</li> <li>• Text Responses</li> </ul>	<p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>• DIBELS Benchmark Assessment MP 1, 2, 4</li> <li>• LinkIt! MP 1, 2, 4</li> <li>• <i>iRead</i></li> <li>• Guided Reading Benchmark Assessment Kit MP 1, 3, 4</li> <li>• HMH Adaptive Growth Measure MP 1, 3, 4 (Oct/Feb/Jun)</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Module Assessments</li> <li>• Guided Reading Benchmark Assessment Kit</li> </ul> <p><b>Alternative Assessments</b></p>

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Unit 2 Grade 2	
<ul style="list-style-type: none"> <li>• Oral Reading/Running Records</li> <li>• Exit Tickets</li> <li>• Conferences</li> <li>• Know It, Show It</li> <li>• <i>iRead</i></li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry and Research Projects</li> <li>• Hands-On Activities</li> </ul>
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> <li>1. Readers can learn valuable lessons from the words and actions of characters in stories. (Module 4)</li> <li>2. Being a good leader takes dedication, determination, and bravery. (Module 5)</li> <li>3. Different types of weather affect our lives at home and in our communities. (Module 6)</li> </ol>	<ol style="list-style-type: none"> <li>1. What lessons can we learn from the characters in stories?</li> <li>2. What are the qualities of a good leader?</li> <li>3. How does weather affect us?</li> </ol>
District/School Texts and Resources	Aligned Skills and Activities
<p><b><i>The following texts and resources are utilized in Unit 2.</i></b></p> <p><b>Module 4: Once Upon a Time</b> Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p> <ul style="list-style-type: none"> <li>• Teacher’s Guide (TG) pp. T249-T495</li> <li>• Week at a Glance               <ul style="list-style-type: none"> <li>○ Week 1: TG pp. T270-T271</li> <li>○ Week 2: TG pp. T346-T347</li> <li>○ Week 3: TG pp. T422-T423</li> </ul> </li> <li>• Ed Your Friend in Learning: <a href="https://www.hmhco.com/one/login/">https://www.hmhco.com/one/login/</a></li> </ul> <p><b>Resources for Module 4:</b></p> <ul style="list-style-type: none"> <li>• Ed Your Friend in Learning (Ed Online) - Access to all online resources</li> <li>• Teacher’s Guides</li> <li>• Writer’s Workshop Teacher’s Guide</li> <li>• Teacher Resource Book</li> <li>• Teaching Pal (teacher text)</li> <li>• myBook (student text)</li> <li>• Read Aloud Books with Matching Bookstix</li> </ul>	<p><b><i>Activities for the following skills are found in the corresponding texts and resources.</i></b></p> <p><b>Module 4: Once Upon a Time</b> <b>Learning Mindset: Growth Mindset</b></p> <p><b><u>Build Knowledge &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>Access Prior Knowledge/Build Background</b></li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>Big Idea Words:</b> moral, relate, version</li> </ul> </li> <li>• <b>Multimedia</b> <ul style="list-style-type: none"> <li>○ <b>Active Listening and Viewing:</b> <ul style="list-style-type: none"> <li>➤ Get Curious Video: <i>Ever After</i></li> </ul> </li> </ul> </li> </ul> <p><b><u>Foundational Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>○ Blend Syllables</li> <li>○ Segment, Count Phonemes</li> <li>○ Blend Phonemes</li> <li>○ Isolate Phonemes: Identify Vowels</li> <li>○ Segment Syllables</li> </ul> </li> </ul>

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**Unit 2 Grade 2**

- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

- **Phonics**
  - Consonants *k, ck*
  - Silent Letters (*kn, wr, gn, mb*)
  - Long *a* Patterns
  - Multisyllabic Words: Long *a*
  - Long *e*, Short *e* Patterns
  - Multisyllabic Words: Long, Short *e*
- **Spelling**
  - Consonants *k, ck*
  - Long *a* (*ai, ay*)
  - Long *e* (*ee, ea*)
- **High-Frequency Words**
- **Fluency**
  - Intonation
  - Accuracy and Self-Correction
  - Reading Rate

**Reading Workshop & Vocabulary**

- **Vocabulary**
  - **Power Words**
  - **Reader's Vocabulary**
  - **Generative Vocabulary**
    - Suffixes *-ful, -less*
    - Words That Describe People, Places, and Things
    - Words That Describe Actions
  - **Vocabulary Strategy**
    - Multiple Meaning Words
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Recipe
    - Fairy Tale
    - Informational Text
    - Fable

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**Unit 2 Grade 2**

- Drama
- Fantasy
- Video
- **Speaking and Listening**
  - Give and Follow Instructions
- **Comprehension**
  - **Use Metacognitive Skills**
    - Make Inferences
    - Create Mental Images
    - Make and Confirm Predictions
    - Make Connections
  - **Literary Elements/Author's Purpose and Craft**
    - Text Organization
    - Story Structure
    - Elements of Drama
    - Figurative Language
    - Author's Purpose
    - Cause and Effect
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Intonation
  - Accuracy and Self-Correction
  - Reading Rate
- **Writing Workshop**
  - **Writing Form**
    - Imaginative Story
  - **Focal Text**
    - *Aunt Isabel Tells a Good One*, by Kate Duke
  - **Grammar Minilessons**
    - Verbs in the Present

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**Unit 2 Grade 2**

**Module 5: Lead the Way**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T1-T247
- Week at a Glance
  - Week 1: TG pp. T22-T23
  - Week 2: TG pp. T98-T99
  - Week 3: TG pp. T174-T175
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 5:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)

- Verbs in the Present, Past, and Future
- Compound Sentences

**Module 5: Lead the Way**

**Learning Mindset: Seeking Challenges**

**Build Knowledge & Language**

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** admire, inspire, pioneer
- **Multimedia**
  - **Active Listening and Viewing:**
    - Get Curious Video: *What It Takes to Be a Great Leader*

**Foundational Skills**

- **Phonological Awareness**
  - Isolate Phonemes: Identify Vowels
  - Segment, Count Syllables
  - Manipulate Phonemes: Change
  - Blend Syllables
  - Add, Blend Syllables
- **Phonics**
  - Long *o* Patterns
  - Multisyllabic Words: Long *o*
  - Long *i* Patterns
  - Multisyllabic Words: Long *i*
  - Suffixes *-ful, -less*
  - Multisyllabic Words
- **Spelling**
  - Long *o* (*o, oa, ow*)
  - Long *i* Patterns; Silent Letters
  - Homophones
- **High-Frequency Words**
- **Fluency**
  - Expression
  - Phrasing

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**Unit 2 Grade 2**

- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Intonation

**Reading Workshop & Vocabulary**

- **Vocabulary**

- **Power Words**
- **Reader’s Vocabulary**
- **Generative Vocabulary**
  - Suffixes -y, -ly
  - Prefix *dis-*
  - Words That Name People
- **Vocabulary Strategy**
  - Reference Sources

- **Multiple Genres**

- **Discuss Genre Characteristics**
  - Opinion Article
  - Legend
  - Fantasy
  - Realistic Fiction
  - Biography
  - Opinion Writing
  - Informational Text
  - Video

- **Speaking and Listening**

- Recount an Experience

- **Comprehension**

- **Use Metacognitive Skills**
  - Ask and Answer Questions
  - Synthesize
  - Evaluate
  - Summarize
- **Literary Elements/Author’s Purpose and Craft**
  - Ideas and Support
  - Figurative Language
  - Characters

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**Unit 2 Grade 2**

- Text Features
- Text Organization
- Content-Area Words
- Chronological Order

- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Expression
  - Phrasing
  - Intonation

**Writing Workshop**

- **Writing Form**
  - Personal Essay
- **Focal Text**
  - *Stand Tall, Mary Lou Melon*, by Patty Lovell
- **Grammar Minilessons**
  - Quotation Marks
  - Using Proper Nouns
  - Abbreviations

**Module 6: Weather Wise**

**Learning Mindset: Noticing**

**Build Knowledge & Language**

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** climate, precipitation, temperature
- **Multimedia**
  - **Active Listening and Viewing:**
    - Get Curious Video: *Wonderful Weather!*

**Foundational Skills**

- **Phonological Awareness**
  - Add, Blend Syllables

**Module 6: Weather Wise**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T249-T495
- Week at a Glance
  - Week 1: TG pp. T270-T271
  - Week 2: TG pp. T346-T347
  - Week 3: TG pp. T422-T423
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 6:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources

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**Unit 2 Grade 2**

- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Blend, Delete Syllables
- Segment Syllables
- Manipulate Phonemes: Change
- **Phonics**
  - Suffixes *-y, -ly*
  - Multisyllabic Words: Suffixes *-y, -ly*
  - Prefix *dis-*
  - Inflections: Spelling Changes
  - *r*-Controlled Vowel *ar*
  - Multisyllabic Words: *ar*
- **Spelling**
  - Inflections *-s, -es*
  - Sounds for *c* and *g*
  - *r*-Controlled Vowel *ar*
- **High-Frequency Words**
- **Fluency**
  - Accuracy and Self-Correction
  - Reading Rate
  - Phrasing

**Reading Workshop & Vocabulary**

- **Vocabulary**
  - **Power Words**
  - **Reader’s Vocabulary**
  - **Generative Vocabulary**
    - Suffixes *-er, -est*
    - Prefixes *un-, re-*
    - Inflections *-ed, -ing*
  - **Vocabulary Strategy**
    - Homophones
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Infographic



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**Unit 2 Grade 2**

- Fantasy
- Narrative Nonfiction
- Informational Text
- Poetry
- Video
- **Media Literacy**
  - Digital Tools and Texts
- **Comprehension**
  - **Use Metacognitive Skills**
    - Make Inferences
    - Make Connections
    - Evaluate
    - Ask and Answer Questions
  - **Literary Elements and Author's Purpose & Craft**
    - Text Features
    - Point of View
    - Text Organization
    - Content-Area Words
    - Elements of Poetry
    - Cause and Effect
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Accuracy and Self-Correction
  - Reading Rate
  - Phrasing
- Writing Workshop**
  - **Writing Form**
    - Poem
  - **Focal Text**
    - *When the Moon Is Full: A Lunar Year*, by Penny Pollock

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Unit 2 Grade 2		
<p><b>Additional Amistad Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://nj.gov/education/amistad/resources/literacy.pdf">https://nj.gov/education/amistad/resources/literacy.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grammar Minilessons</b> <ul style="list-style-type: none"> <li>○ Pronouns</li> <li>○ Subject-Verb Agreement</li> <li>○ The Verb <i>Be</i></li> </ul> </li> </ul> <p><b>Amistad Activities:</b> <i>Wilma Rudolph: Against All Odds</i> (Module 5, Week 2); <i>Great Leaders</i> (Module 5, Week 2); <i>Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions</i> (Module 5, Week 3)</p> <ul style="list-style-type: none"> <li>• Additional activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE)</li> </ul>	
District/School Supplementary Resources		
<p>Read Works: <a href="https://www.readworks.org/">https://www.readworks.org/</a>  newsela: <a href="https://newsela.com/">https://newsela.com/</a>  Freckle: <a href="https://www.freckle.com/ela/">https://www.freckle.com/ela/</a>  Dogo News: <a href="https://www.dogonews.com/">https://www.dogonews.com/</a>  Reading Bear: <a href="http://www.readingbear.org/">http://www.readingbear.org/</a>  ABCya: <a href="https://www.abcya.com/">https://www.abcya.com/</a></p> <p>Starfall: <a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a>  FunEnglishGames.com: <a href="http://www.funenglishgames.com/">http://www.funenglishgames.com/</a>  Family Learning/Sight Word Games:  <a href="http://www.familylearning.org.uk/sight_word_games.html">http://www.familylearning.org.uk/sight_word_games.html</a>  Quill: <a href="https://www.quill.org/">https://www.quill.org/</a>  Brainpop: <a href="https://www.brainpop.com/">https://www.brainpop.com/</a>  Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>		
District/School Writing Tasks		
<p><b>Primary Focus</b></p> <ul style="list-style-type: none"> <li>• <b>Module 4:</b> Narrative Writing <i>Imaginative Story</i></li> <li>• <b>Module 5:</b> Informational Text Writing <i>Personal Essay</i></li> <li>• <b>Module 6:</b> Poetry <i>Poem</i></li> </ul> <p><b>District Requirement:</b> Complete one process piece for Unit/MP 2 for district writing portfolio.</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• Response to Text</li> <li>• Inquiry &amp; Research Projects</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Response to Text <ul style="list-style-type: none"> <li>○ myBook</li> <li>○ Writing Prompts</li> </ul> </li> <li>• Literacy Centers <ul style="list-style-type: none"> <li>○ Listening &amp; Reading Logs</li> <li>○ Annotate the Text</li> <li>○ Response Journal</li> <li>○ Inquiry &amp; Research Projects</li> </ul> </li> </ul>

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<p><i>State Requirement: Complete one piece of informative/explanatory, shared research, and routine writing.</i></p>		
<b>Instructional Best Practices and Exemplars</b>		
<p style="text-align: center;"><b>Instructional Best Practices</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Differentiated Instruction</li> </ul> <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Generating and testing hypotheses</li> <li>• Cues, questions, and advance organizers</li> <li>• Manage response rates</li> <li>• Use data to drive instruction</li> </ul>		<p style="text-align: center;"><b>Exemplars</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.readingrockets.org/strategies#skill1042">https://www.readingrockets.org/strategies#skill1042</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="https://www.noredink.com/">https://www.noredink.com/</a></li> <li>• <a href="https://eleducation.org/">https://eleducation.org/</a></li> </ul>
<b>9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills</b>		
<p>9.1.2.FP.2: Differentiate between financial wants and needs. (Module 5, Week 3)</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money. (Module 5, Week 3)</p> <p>9.1.2.Cr.2 List ways to give back, including making donations, volunteering, and starting a business. (Module 5, Week 2)</p> <p>9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. (Module 5, Week 3)</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community (Module 5, Week 2)</p> <p>9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. (Module 5, Week 2)</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>		

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**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

**Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>● Use of bilingual dictionaries</li> <li>● Personal dictionary</li> <li>● Word wall</li> <li>● Manipulatives</li> <li>● Pictures, photographs</li> <li>● Modeling and guided practice</li> <li>● Sentence starters</li> <li>● Response frames</li> <li>● Adapted text/ Leveled Readers</li> <li>● Repeated reading</li> <li>● Graphic organizers</li> <li>● Background knowledge experience</li> <li>● Vocabulary (cognates) exposure</li> <li>● Fluency strategies</li> <li>● Targeted phonics practice</li> <li>● Additional SIOP Strategies as described in the following book:               <ul style="list-style-type: none"> <li>○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> <li>● Require higher order thinking, communication, and leadership skills</li> <li>● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>● Provide higher level texts</li> <li>● Expand use of open-ended, abstract questions</li> <li>● Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>● Provide Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>● <a href="#">Gifted Programming Standards</a></li> <li>● <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>● <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Math:</b>  <b>NJSLS 2.MD.D:</b> Represent and interpret data. (Module 6, Week 1)</p> <p><b>Science:</b>  <b>NJSLS 2-ESS2-3:</b> Obtain information to identify where water is found on Earth and that it can be solid or liquid. (Module 6, Weeks 1 &amp; 3)</p> <p><b>Social Studies:</b>  <b>NJSLS 6.1.2.CivicsDP.2:</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have</p>	

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impacted individuals and communities. (Module 5, Week 2) **Amistad**

**NJSLS 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). (Module 5, Week 3)

**NJSLS 6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. (Module 5, Week 3)

**NJSLS 6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives. (Module 5, Week 3) **Amistad**

**NJSLS 6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). (Module 5, Week 2) **Amistad**

**Arts:**

**NJSLS 1.1.2.Pr6c:** Dance for and with others in a designated space identifying a distinct area for audience and performers. (Module 4, Week 2) (Modules 4-6, Creativity Corner)

**NJSLS 1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks. (Module 6, Week 3)

**Integration of Computer Science and Design Thinking**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

**8.1.2.CS.2** Explain the functions of common software and hardware components of computing systems.

**8.1.2.AP.3** Create programs with sequences and simple loops to accomplish tasks.

**8.1.2.NI.1** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

**8.1.2.NI.2** Describe how the internet enables individuals to connect with others worldwide.

**8.1.2.CS.3** Describe basic hardware and software problems using accurate terminology.

**Unit 3 Grade 2**

<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
RL.2.1. Ask and answer such questions as who, what, where, when, why, and	RI.2.1. Ask and answer such questions as who, what, where, when, why, and	<ul style="list-style-type: none"> <li>• Utilize textual evidence to support thinking when asking and answering general questions</li> </ul>

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how to demonstrate understanding of key details in a text.	how to demonstrate understanding of key details in a text.	<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> </ul>
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ <b>theme</b> , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> <li>• Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables</li> <li>• Determine what lesson of the story</li> </ul>
		RI.2.2: <ul style="list-style-type: none"> <li>• Identify the main idea and overall focus of a multi-paragraph text</li> <li>• Determine the main idea of the text</li> <li>• Determine the important ideas in the text</li> <li>• Determine the details that lead to the main idea</li> </ul>
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<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>
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<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>
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.		<ul style="list-style-type: none"> <li>• Recognize that characters have different points of view</li> <li>• Determine how the characters think/feel about the events</li> <li>• Identify any characters that have similar thinking</li> <li>• Consider the character’s voice when reading out loud</li> <li>• Describe why a character has a different point of view in a story</li> </ul>
	RI.2.8. Describe <b>and identify the logical connections of</b> how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>• Identify the main points in a text</li> <li>• Identify reasons that the authors use to support the main points in a text</li> <li>• Evaluate how or why the author uses the reasons to support the main points in a text</li> </ul>
RL.2.9. Compare and contrast two or more versions of the same story (e.g.,	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: <ul style="list-style-type: none"> <li>• Identify similarities and differences of events in different versions of the same story</li> <li>• Identify similarities and differences in characters in different versions of the same story</li> </ul>

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Cinderella stories) by different authors or from different cultures.		RI.2.9: <ul style="list-style-type: none"> <li>• Identify the most important points in the text</li> <li>• Find similarities and differences in those points when reading texts on the same topic</li> </ul>
RL.2.10 Read and comprehend literature, including stories and poetry, <b>at grade level</b> text complexity <b>or above</b> , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, <b>at grade level</b> text complexity band proficiently, with scaffolding as needed.	<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>
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. <b>(due to standard realignment, formerly RF.2.3.B)</b> RF.2.3.C. Decode words with common prefixes and suffixes. <b>(due to standard realignment, formerly RF.2.3.D)</b> RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. <b>(due to standard realignment, formerly RF.2.3.F)</b>		<ul style="list-style-type: none"> <li>• Identify typical vowel combinations</li> <li>• Demonstrate ability to pronounce and spell words with vowel teams</li> <li>• Utilize strategies for decoding words with affixes in texts</li> <li>• Utilize strategies for decoding irregularly-spelled words in texts</li> <li>• Determine if the word looks and sounds right and makes sense</li> <li>• Search for chunks and say them</li> <li>• Focus on the beginning and/or end of the word and try again, when having difficulty</li> </ul>
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Use an appropriate rate when reading aloud</li> <li>• Use appropriate expression and inflection when reading text aloud</li> <li>• Use appropriate self-correction strategies to read words and for understanding</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</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 <b>conclusion</b> .		<ul style="list-style-type: none"> <li>• Include an introduction statement</li> <li>• State opinion and reasons that support the opinion</li> <li>• Incorporate simple and compound sentence structures</li> <li>• Use linking words (e.g., because, and, also)</li> <li>• Describe order of events using transition words (e.g. first, next, then, last)</li> <li>• Choose descriptive words that match thinking, feelings, and actions</li> <li>• End with a closing statement</li> </ul>
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.		<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               <ul style="list-style-type: none"> <li>• Use linking words (e.g., because, and, also)</li> </ul> </li> <li>• End with a closing statement</li> </ul>



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W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed <b>through self-reflection, revising, and editing.</b>	<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>
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.	<ul style="list-style-type: none"> <li>• Publish writing both independently and with peers using digital tools</li> <li>• Use keyboarding techniques</li> </ul>
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).	<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>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<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>
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p>SL.2.1.A. Follow agreed-upon <b>norms</b> 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).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their <b>explicit</b> comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>• Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>• Use norms of conversations (e.g., eye contact, taking turns, etc.)</li> <li>• Connect comments to build on remarks of others</li> <li>• Ask questions and further explanations about topics and/or texts</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Ask questions about what a speaker is saying to clarify, gather or deepen understanding</li> <li>• Answer questions in order to clarify or gain further information</li> </ul>
SL.2.5. <b>Use multimedia</b> ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Utilize digital media to enhance ideas for meaning</li> <li>• Create visuals that emphasize chosen facts or details</li> </ul>
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Articulate ideas (both verbally and in writing) using complete sentences and ideas</li> <li>• Provide details or clarifications when speaking as requested</li> </ul>
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> <li>• Identify irregular plural nouns used when reading, writing or speaking</li> <li>• Classify plural nouns as regular or irregular</li> <li>• Form and use common irregular plural nouns when writing or speaking</li> <li>• Identify reflexive pronouns when reading, writing or speaking</li> <li>• Classify pronouns as reflexive</li> </ul>

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

Unit 3 Grade 2	
<p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> <li>• Accurately use reflexive pronouns when writing or speaking</li> <li>• Identify irregular verbs in the past tense used when writing or speaking</li> <li>• Classify verbs in the past tense as regular or irregular</li> <li>• Form and use common irregular verbs in the past tense when writing or speaking</li> <li>• Define and identify adjectives and adverbs when reading, writing or speaking</li> <li>• Classify adjectives and adverbs in sentences</li> <li>• Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking</li> <li>• Define and identify simple and compound sentences when reading</li> <li>• Classify sentences as simple or compound</li> <li>• Expand and rearrange complete, simple and compound sentences when writing and speaking</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult <b>print and digital resources</b>, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Define and identify greetings and closings in letters (salutation)</li> <li>• Use commas appropriate to offset greetings and closings in letters</li> <li>• Define and identify apostrophes when reading and writing</li> <li>• Articulate the purpose and use of apostrophes</li> <li>• Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing</li> <li>• Identify common spelling patterns</li> <li>• Utilize common spelling patterns when writing</li> <li>• Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> <li>• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal 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> <p>L.2.4.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>L.2.4.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>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

Unit 3 Grade 2	
L.2.5.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).	<ul style="list-style-type: none"> <li>• Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</li> <li>• Make purposeful language choices to communicate in an effective way</li> <li>• Utilize adjectives and adverbs to describe where necessary</li> </ul>
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 3 Grade 2		
District/School Formative Assessment Plan		District/School Diagnostic & Summative Assessment Plan
<ul style="list-style-type: none"> <li>• Correct &amp; Redirect</li> <li>• Class Discussions</li> <li>• Student Participation</li> <li>• Teacher Observation</li> <li>• Self-Assessments</li> <li>• Verbalization</li> <li>• Anecdotal Notes</li> <li>• Performance-Based Assessments/Tasks</li> <li>• Oral Reading/Running Records</li> <li>• Exit Tickets</li> <li>• <i>iRead</i></li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Assessments</li> <li>• Graphic Organizers</li> <li>• Literacy Centers</li> <li>• Think-Pair-Share</li> <li>• Scoring Rubrics</li> <li>• Weekly Assessments</li> <li>• Benchmark Assessments</li> <li>• Selection &amp; Leveled Reader Quizzes</li> <li>• Text Responses</li> <li>• Conferences</li> <li>• Know It, Show It</li> </ul>	<p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>• DIBELS Benchmark Assessment MP1,2,4</li> <li>• LinkIt! MP1,2,4</li> <li>• <i>iRead</i></li> <li>• Guided Reading Benchmark Assessment Kit MP 1,3,4</li> <li>• HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Module Assessments</li> <li>• Guided Reading Benchmark Assessment Kit</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Inquiry and Research Projects</li> </ul>

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

Unit 3 Grade 2	
	• Hands-On Activities
Enduring Understandings	Essential Questions
1. Our lives are shaped and molded by our day-to-day life experiences. (Module 7) 2. Plants need air, water, soil, and sunlight in order to live and grow. (Module 8) 3. Living things in a habitat rely on each other to stay alive because habitats such as hot deserts and warm rainforests provide food and shelter for the animals that live there. (Module 9)	1. How do our experiences shape our lives? 2. What do plants need to live and grow? 3. How do living things in a habitat depend on each other?
District/School Texts and Resources	Aligned Skills and Activities
<p><b><i>The following texts and resources are utilized in Unit 3.</i></b></p> <p><b>Module 7: Everyone Has a Story</b>            Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p> <ul style="list-style-type: none"> <li>• Teacher’s Guide (TG) pp. T1-T247</li> <li>• Week at a Glance               <ul style="list-style-type: none"> <li>○ Week 1: TG pp. T22-T23</li> <li>○ Week 2: TG pp. T98-T99</li> <li>○ Week 3: TG pp. T174-T175</li> </ul> </li> <li>• Ed Your Friend in Learning: <a href="https://www.hmhco.com/one/login/">https://www.hmhco.com/one/login/</a></li> </ul> <p><b>Resources for Module 7:</b></p> <ul style="list-style-type: none"> <li>• Ed Your Friend in Learning (Ed Online) - Access to all online resources</li> <li>• Teacher’s Guides</li> <li>• Writer’s Workshop Teacher’s Guide</li> <li>• Teacher Resource Book</li> <li>• Teaching Pal (teacher text)</li> <li>• myBook (student text)</li> <li>• Read Aloud Books with Matching Bookstix</li> <li>• Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards</li> <li>• Articulation Videos</li> <li>• Vocabulary Cards</li> </ul>	<p><b><i>Activities for the following skills are found in the corresponding texts and resources.</i></b></p> <p><b>Module 7: Everyone Has a Story</b>  <b>Learning Mindset: Resilience</b></p> <p><b><u>Build Knowledge &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>Access Prior Knowledge/Build Background</b></li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>Big Idea Words:</b> account, achieve, hurdle</li> </ul> </li> <li>• <b>Multimedia</b> <ul style="list-style-type: none"> <li>○ <b>Active Listening and Viewing:</b> <ul style="list-style-type: none"> <li>➤ Get Curious Video: <i>The Story of Me</i></li> </ul> </li> </ul> </li> </ul> <p><b><u>Foundational Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>○ Blend Phonemes</li> <li>○ Manipulate Phonemes: Add</li> <li>○ Manipulate Phonemes: Delete</li> <li>○ Isolate Phonemes: Identify Vowels</li> <li>○ Manipulate Phonemes: Add, Delete</li> <li>○ Manipulate Phonemes: Change</li> <li>○ Segment, Count Phonemes</li> </ul> </li> </ul>

**Winslow Township School District**  
**English Language Arts**  
**Grade 2**

**Unit 3 Grade 2**

- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Phonics**
  - *r*-Controlled Vowels *or, ore*
  - Multisyllabic Words: *or, ore*
  - *r*-Controlled Vowels *er, ir, ur*
  - Vowel Patterns: *air, are, ear*
  - Vowel Team *oo*
  - Multisyllabic Words: *oo*
- **Spelling**
  - *r*-Controlled Vowels *or, ore*
  - *r*-Controlled Vowel *er*
  - Vowel Team *oo (/oo/)*
- **High-Frequency Words**
- **Fluency**
  - Intonation
  - Expression
  - Accuracy and Self-Correction

[Reading Workshop & Vocabulary](#)

- **Vocabulary**
  - **Power Words**
  - **Reader’s Vocabulary**
  - **Generative Vocabulary**
    - Suffixes *-ful, -less*
    - Prefix *pre-*
    - Compound Words
  - **Vocabulary Strategy**
    - Shades of Meaning
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Opinion Essay
    - Biography
    - Historical Fiction

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**English Language Arts**  
**Grade 2**

**Unit 3 Grade 2**

- Procedural
- Legend
- Poetry
- Video
- **Research**
  - Research Questions
- **Comprehension**
  - **Use Metacognitive Skills**
    - Synthesize
    - Monitor and Clarify
    - Make Inferences
    - Create Mental Images
  - **Literary Elements/Author's Purpose and Craft**
    - Ideas and Support
    - Text Organization
    - Text Features
    - Central Idea
    - Setting
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Intonation
  - Expression
  - Accuracy and Self-Correction
- Writing Workshop**
  - **Writing Form**
    - Imaginative Story
  - **Focal Text**
    - *How I Became a Pirate*, by Melinda Long
  - **Grammar Minilessons**
    - Commas in Dates and Places

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**Unit 3 Grade 2**

**Module 8: Time to Grow!**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T249-T495
- Week at a Glance
  - Week 1: TG pp. T270-T271
  - Week 2: TG pp. T346-T347
  - Week 3: TG pp. T422-T423
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 8:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)

- Commas in a Series
- Types of Adjectives; Articles

**Module 8: Time to Grow!**

**Learning Mindset: Setting Goals**

**Build Knowledge & Language**

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** fertilize, germinate, survive
- **Multimedia**
  - **Active Listening and Viewing:**
    - Get Curious Video: *Totally Growing Live*

**Foundational Skills**

- **Phonological Awareness**
  - Segment, Count Syllables
  - Blend Syllables
  - Produce Rhymes
  - Manipulate Phonemes: Add, Delete
  - Manipulate Phonemes: Change
- **Phonics**
  - Vowel Patterns: /oo/
  - Multisyllabic Words: /oo/, /oo/
  - Vowel Teams *ou, ow*
  - Diphthongs *oy, oi*
  - Vowel Patterns: /o/
  - Vowel Patterns: *ear, eer*
- **Spelling**
  - Vowel Patterns: /oo/
  - Vowel Teams *ou, ow*
  - Vowel Patterns: /o/
- **High-Frequency Words**

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Unit 3 Grade 2

- Writers Notebook

- **Fluency**

- Reading Rate
- Expression
- Phrasing

Reading Workshop & Vocabulary

- **Vocabulary**

- **Power Words**
- **Reader's Vocabulary**
- **Generative Vocabulary**
  - Inflections *-s, -es*
  - Prefix *mis-*
  - Prefix *dis-*
- **Vocabulary Strategy**
  - Reference Sources

- **Multiple Genres**

- **Discuss Genre Characteristics**
  - Photo Essay
  - Informational Text
  - Legend
  - Fairy Tale
  - Realistic Fiction
  - Video

- **Research**

- Choose and Use Sources

- **Comprehension**

- **Use Metacognitive Skills**
  - Evaluate
  - Retell
  - Make Connections
  - Synthesize
- **Literary Elements/Author's Purpose and Craft**
  - Text Features
  - Text Organization



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Unit 3 Grade 2

**Module 9: Home Sweet Habitat**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher's Guide (TG) pp. T1-T247
- Week at a Glance
  - Week 1: TG pp. T22-T23
  - Week 2: TG pp. T98-T99
  - Week 3: TG pp. T174-T175
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 9:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book

- Characters
- Story Structure
- Cause and Effect

• **Respond to Text**

- Interact with Sources
- Written Response

• **Fluency**

- Reading Rate
- Expression
- Phrasing

**Writing Workshop**

• **Writing Form**

- Procedural Text

• **Focal Text**

- *From Seed to Plant*, by Gail Gibbons

• **Grammar Minilessons**

- Using Adjectives
- Irregular Verbs
- Irregular Action Verbs

**Module 9: Home Sweet Habitat**

**Learning Mindset: Asking for Help**

**Build Knowledge & Language**

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** ecosystem, habitat, species
- **Multimedia**
  - **Active Listening and Viewing:**
    - Get Curious Video: *Creature Comforts*

**Foundational Skills**

- **Phonological Awareness**
  - Segment Syllables
  - Manipulate Phonemes: Add

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**Unit 3 Grade 2**

- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Manipulate Phonemes: Delete
- Segment, Count Syllables
- Blend Syllables
- **Phonics**
  - Prefix *pre-*
  - Multisyllabic Words
  - Three-Letter Blends
  - Contractions
  - Consonant + *le*
  - Syllable Types
- **Spelling**
  - Compound Words
  - Contractions
  - Soft *g* (*-ge, -dge*)
- **High-Frequency Words**
- **Fluency**
  - Phrasing
  - Expression
  - Intonation

[Reading Workshop & Vocabulary](#)

- **Vocabulary**
  - **Power Words**
  - **Reader’s Vocabulary**
  - **Generative Vocabulary**
    - Words That Name Places
    - Prefix *mis-*
    - Prefix *pre-*
  - **Vocabulary Strategy**
    - Context Clues
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Opinion Essay
    - Informational Text

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**Unit 3 Grade 2**

- Poetry
- Narrative Nonfiction
- Folktale
- Video
- **Media Literacy**
  - Digital Resources
- **Comprehension**
  - **Use Metacognitive Skills**
    - Ask and Answer Questions
    - Monitor and Clarify
    - Create Mental Images
    - Retell
  - **Literary Elements and Author's Purpose & Craft**
    - Ideas and Support
    - Figurative Language
    - Text Organization
    - Text Features
    - Elements of Poetry
    - Chronological Order
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Phrasing
  - Expression
  - Intonation
- Writing Workshop**
  - **Writing Form**
    - Research Report
  - **Focal Text**
    - *The Great Kapok Tree: A Tale of the Amazon Rain Forest*, by Lynne Cherry
  - **Grammar Minilessons**
    - Contractions
    - Types of Adverbs
    - Possessive Nouns

**Additional Amistad Resources:**

**Winslow Township School District  
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Unit 3 Grade 2		
<ul style="list-style-type: none"> <li>• <a href="https://nj.gov/education/amistad/resources/literacy.pdf">https://nj.gov/education/amistad/resources/literacy.pdf</a></li> </ul>	<p><b>Amistad Activities:</b> <i>Molly, by Golly! The Legend of Molly Williams, America’s First Female Firefighter</i> (Module 7, Week 3); <i>Roberto Clemente</i> (Module 7, Week 3); <i>George Washington Carver: The Wizard of Tuskegee</i> (Module 8, Week 3)</p> <ul style="list-style-type: none"> <li>• Additional activities found in <b><i>The Amistad Commission’s Literacy Components for Primary Grades</i></b> (NJDOE)</li> </ul>	
District/School Supplementary Resources		
Read Works: <a href="https://www.readworks.org/">https://www.readworks.org/</a> newsela: <a href="https://newsela.com/">https://newsela.com/</a> Freckle: <a href="https://www.freckle.com/ela/">https://www.freckle.com/ela/</a> Dogo News: <a href="https://www.dogonews.com/">https://www.dogonews.com/</a> Reading Bear: <a href="http://www.readingbear.org/">http://www.readingbear.org/</a> ABCya: <a href="https://www.abcya.com/">https://www.abcya.com/</a>	Starfall: <a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a> FunEnglishGames.com: <a href="http://www.funenglishgames.com/">http://www.funenglishgames.com/</a> Family Learning/Sight Word Games: <a href="http://www.familylearning.org.uk/sight_word_games.html">http://www.familylearning.org.uk/sight_word_games.html</a> Quill: <a href="https://www.quill.org/">https://www.quill.org/</a> Brainpop: <a href="https://www.brainpop.com/">https://www.brainpop.com/</a>  Diversity, Equity & Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a>	
District/School Writing Tasks		
<p><b>Primary Focus</b></p> <ul style="list-style-type: none"> <li>• <b>Module 7:</b> Narrative Writing <i>Imaginative Story Response to Text</i></li> <li>• <b>Module 8:</b> Informational Text Writing <i>Procedural Text</i></li> <li>• <b>Module 9:</b> Informational Text Writing <i>Research Report</i></li> </ul> <p><b>District Requirement:</b> Complete one process piece for Unit/MP 3 for district writing portfolio.</p> <p><b>State Requirement:</b> Complete one piece of opinion, informative/explanatory, shared research, and routine writing.</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• <b>Opinion Writing</b></li> <li>• Response to Text</li> <li>• Inquiry &amp; Research Projects</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Response to Text               <ul style="list-style-type: none"> <li>○ myBook</li> <li>○ Writing Prompts</li> </ul> </li> <li>• Literacy Centers               <ul style="list-style-type: none"> <li>○ Listening &amp; Reading Logs</li> <li>○ Annotate the Text</li> <li>○ Response Journal</li> <li>○ Inquiry &amp; Research Projects</li> </ul> </li> </ul>

**Winslow Township School District**  
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**Instructional Best Practices and Exemplars**

**Instructional Best Practices**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Differentiated Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Generating and testing hypotheses</li> <li>• Cues, questions, and advance organizers</li> <li>• Manage response rates</li> <li>• Use data to drive instruction</li> </ul> |
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**Exemplars**

- <https://www.readingrockets.org/strategies#skill1042>
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eleducation.org/>

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training, 9.4 Life Literacies and Key Skills**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. (Module 7, Week 1)

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. (Module 7, Week 2) (Module 8, Week 1)

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District**  
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**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads

- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

**Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>• Use of bilingual dictionaries</li> <li>• Personal dictionary</li> <li>• Word wall</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Modeling and guided practice</li> <li>• Sentence starters</li> <li>• Response frames</li> <li>• Adapted text/ Leveled Readers</li> <li>• Repeated reading</li> <li>• Graphic organizers</li> <li>• Background knowledge experience</li> <li>• Vocabulary (cognates) exposure</li> <li>• Fluency strategies</li> <li>• Targeted phonics practice</li> <li>• Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> <li>◦ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>◦ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>• Provide Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>• <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Math:</b>  <b>NJSLS 2.MD.A:</b> Measure and estimate lengths in standard units. (Module 8, Week 1)</p> <p><b>Science:</b>  <b>NJSLS 2-LS2-1:</b> Plan and conduct an investigation to determine if plants need sunlight and water to grow. (Module 8, Week 1)  <b>NJSLS 2-LS2-2:</b> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. (Module 8, Week 1)</p>	

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**NJSLS 2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats. (Module 8, Week 3) (Module 9, Weeks 1-3)

**Social Studies:**

**NJSLS 6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. (Module 7, Week 3)

**Amistad**

**NJSLS 6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. (Module 7, Week 2) (Module 9, Week 1)

**NJSLS 6.1.4.C.16:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (Module 8, Week 3) **Amistad**

**NJSLS 6.1.4.D.12:** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United states contributed to the American national heritage. (Module 7, Week 3) **Amistad**

**Arts:**

**NJSLS 1.3A.2.Cr1a:** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. (Module 9, Week 2)

**NJSLS 1.4.2.Cr2b:** Contribute original ideas and make decisions as a group to advance a story in a guided drama experience(e.g., process drama, story drama, creative drama) (Modules 7-9, Creativity Corner)

**Integration of Computer Science and Design Thinking**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

**8.1.2.CS.2** Explain the functions of common software and hardware components of computing systems.

**8.1.2.AP.3** Create programs with sequences and simple loops to accomplish tasks.

**8.1.2.NI.1** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

**8.1.2.NI.2** Describe how the internet enables individuals to connect with others worldwide.

**8.1.2.CS.3** Describe basic hardware and software problems using accurate terminology.

**Unit 4 Grade 2**

<b>Unit 4 Reading Standards</b>		<b>Unit 4 Reading Critical Knowledge and Skills</b>
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.	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.	<ul style="list-style-type: none"> <li>• Utilize textual evidence to support thinking when asking and answering general questions</li> <li>• Create questions about an important idea within the text (using who, what, where when, why, and/or how)</li> </ul>



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Unit 4 Grade 2		
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ <b>theme</b> , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> <li>• Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.</li> <li>• Determine what lesson is the story teaching</li> </ul>
		RI.2.2: <ul style="list-style-type: none"> <li>• Identify the main idea and overall focus of a multi-paragraph text</li> <li>• Determine the main idea of the text</li> <li>• Determine the important ideas in the text</li> <li>• Determine the details that lead to the main idea</li> </ul>
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<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>
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<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>
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.		<ul style="list-style-type: none"> <li>• Recognize that characters have different points of view</li> <li>• Determine how the characters think/feel about the events</li> <li>• Identify any characters that have similar thinking</li> <li>• Consider the character’s voice when reading out loud</li> <li>• Describe why a character has a different point of view in a story</li> </ul>
	RI.2.8. Describe <b>and identify the logical connections of</b> how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>• Identify the main points in a text</li> <li>• Identify reasons that the authors uses to support the main points in a text</li> <li>• Evaluate how or why the author uses the reasons to support the main points in a text</li> </ul>
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.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: <ul style="list-style-type: none"> <li>• Identify similarities and differences of events in different versions of the same story</li> <li>• Identify similarities and differences in characters in different versions of the same story</li> </ul>
		RI.2.9: <ul style="list-style-type: none"> <li>• Identify the most important points in two different texts on the same topic</li> <li>• Find similarities and differences in those points when reading texts on the same topic</li> </ul>
RL.2.10 Read and comprehend literature, including stories and poetry,	RI.2.10. Read and comprehend informational texts, <b>at grade level</b> text	<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>

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Unit 4 Grade 2		
<b>at grade level</b> text complexity <b>or above</b> , with scaffolding as needed.	complexity band proficiently, with scaffolding as needed.	
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. <b>(due to standard realignment, formerly RF.2.3.B)</b></p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. <b>(due to standard realignment, formerly RF.2.3D)</b></p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. <b>(due to standard realignment, formerly RF.2.3E)</b></p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. <b>(due to standard realignment, formerly RF.2.3F)</b></p>		<ul style="list-style-type: none"> <li>• Identify typical vowel combinations</li> <li>• Demonstrate ability to pronounce and spell words with vowel teams</li> <li>• Utilize strategies for decoding words with affixes in texts</li> <li>• Utilize <b>strategies</b> for decoding irregularly spelling-sound correspondence words in texts</li> <li>• Utilize strategies for decoding irregularly-spelled words in texts</li> <li>• Determine if the word looks and sounds right and makes sense</li> <li>• Search for chunks and say them</li> <li>• Focus on the beginning and/or end of the word and try again, when having difficulty</li> </ul>
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Use an appropriate rate when reading aloud</li> <li>• Use appropriate expression and inflection when reading text aloud</li> <li>• Use appropriate self-correction strategies to read words and for understanding</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 4 Writing Standards</b>		<b>Unit 4 Writing Critical Knowledge and Skills</b>
<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 <b>conclusion</b>.</p>		<ul style="list-style-type: none"> <li>• Include an introduction statement</li> <li>• State opinion and reasons that support the opinion</li> <li>• Incorporate simple and compound sentence structures</li> <li>• Use linking words (e.g., because, and, also)</li> <li>• Describe order of events using transition words (e.g. first, next, then, last)</li> <li>• Choose descriptive words that match thinking, feelings, and actions</li> <li>• End with a closing statement</li> </ul>
<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>		<ul style="list-style-type: none"> <li>• Incorporate simple and compound sentence structures</li> <li>• Use linking words (e.g., because, and, also)</li> <li>• Include an introduction statement</li> <li>• End with a closing statement</li> <li>• Describe order of events using transition words (e.g. first, next, then, last)</li> <li>• Choose descriptive words that match thinking, feelings, and actions</li> </ul>
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed <b>through self-reflection, revising, and editing</b>.</p>		<ul style="list-style-type: none"> <li>• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar</li> </ul>

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Unit 4 Grade 2	
	<ul style="list-style-type: none"> <li>Utilize conferences, checklist sheets, and peer editing</li> <li>Reflect on writing</li> </ul>
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.	<ul style="list-style-type: none"> <li>Publish writing both independently and with peers using digital tools</li> <li>Use keyboarding techniques</li> </ul>
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).	<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>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<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>
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
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. SL.2.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1.B. Build on others' talk in conversations by linking their <b>explicit</b> comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> <li>Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</li> <li>Assume various roles in conversations (e.g., participant, leader, and observer)</li> <li>Use norms of conversations (e.g., eye contact, taking turns, etc.)</li> <li>Connect comments to build on remarks of others</li> <li>Ask questions and further explanations about topics and/or texts</li> </ul>
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>Demonstrate careful listening in order to describe or recount what they heard</li> </ul>
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.	<ul style="list-style-type: none"> <li>Ask questions and understand and answer questions asked of them in order to clarify or gain further information</li> </ul>
SL.2.5. <b>Use multimedia</b> ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>Utilize digital media to enhance ideas for meaning</li> <li>Create visuals that emphasize chosen facts or details</li> </ul>
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> <li>Identify irregular plural nouns used when writing or speaking</li> <li>Classify plural nouns as regular or irregular</li> <li>Form and use common irregular plural nouns when reading and speaking</li> <li>Identify irregular verbs in the past tense used when writing or speaking</li> <li>Classify verbs in the past tense as regular or irregular</li> <li>Form and use common irregular verbs in the past tense when writing or speaking</li> <li>Define and identify adjectives and adverbs when reading</li> <li>Classify adjectives and adverbs in sentences</li> </ul>

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Unit 4 Grade 2	
<p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> <li>• Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking</li> <li>• Define and identify simple and compound sentences when reading</li> <li>• Classify sentences as simple or compound</li> <li>• Use simple and compound sentences when writing or speaking</li> <li>• Expand and/or rearrange simple and compound sentence when writing and speaking</li> </ul>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• Use commas appropriate to offset greetings and closings in letters</li> <li>• Identify common spelling patterns</li> <li>• Utilize common spelling patterns when writing</li> <li>• Utilize reference materials and resources to correct one’s own spelling</li> </ul>
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> <li>• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal 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> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.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>L.2.4.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>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words</li> <li>• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words</li> </ul>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives</li> </ul>
<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., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> <li>• Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking</li> <li>• Make purposeful language choices to communicate in an effective way when writing and speaking</li> </ul>

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Unit 4 Grade 2	
	<ul style="list-style-type: none"> <li>Utilize adjectives and adverbs to describe where necessary when writing and speaking</li> </ul>
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 4 Grade 2	
District/School Formative Assessment Plan	District/School Diagnostic & Summative Assessment Plan
<ul style="list-style-type: none"> <li>Correct &amp; Redirect</li> <li>Class Discussions</li> <li>Student Participation</li> <li>Teacher Observation</li> <li>Self-Assessments</li> <li>Verbalization</li> <li>Anecdotal Notes</li> <li>Performance-Based Assessments/Tasks</li> <li>Oral Reading/Running Records</li> <li>Exit Tickets</li> <li><i>iRead</i></li> </ul>	<ul style="list-style-type: none"> <li>Intervention Assessments</li> <li>Graphic Organizers</li> <li>Literacy Centers</li> <li>Think-Pair-Share</li> <li>Scoring Rubrics</li> <li>Weekly Assessments</li> <li>Benchmark Assessments</li> <li>Selection &amp; Leveled Reader Quizzes</li> <li>Text Responses</li> <li>Conferences</li> <li>Know It, Show It</li> </ul>
	<p><b>Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>DIBELS Benchmark Assessment MP1,2,4</li> <li>LinkIt! MP1,2,4</li> <li><i>iRead</i></li> <li>Guided Reading Benchmark Assessment Kit MP 1,3,4</li> <li>HMH Adaptive Growth Measure MP1,3,4 Oct/Feb/Jun</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Module Assessments</li> <li>Guided Reading Benchmark Assessment Kit</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Inquiry and Research Projects</li> <li>Hands-On Activities</li> </ul>

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Enduring Understandings	Essential Questions
<p>1. People around the world have different cultures and traditions, and understanding one another’s culture helps us celebrate our similarities and differences. (Module 10)</p> <p>2. Knowing the characteristics of non-fiction including biographies, opinion writing, and informational text can enhance our understanding and learning of new facts and information. (Module 11)</p> <p>3. Knowing the characteristics of literary texts including realistic fiction, fantasy, and poetry can enhance our understanding and enjoyment of stories and poems. (Module 12)</p>	<p>1. What can we learn from different people and cultures?</p> <p>2. What makes reading non-fiction different from reading other genres?</p> <p style="margin-left: 20px;">a. Week One: What are the characteristics of a biography?</p> <p style="margin-left: 20px;">b. Week Two: What are the characteristics of opinion writing?</p> <p style="margin-left: 20px;">c. Week Three: What are the characteristics of informational text?</p> <p>3. What makes reading literary texts different from reading other genres?</p> <p style="margin-left: 20px;">a. Week One: What are the characteristics of realistic fiction?</p> <p style="margin-left: 20px;">b. Week Two: What are the characteristics of fantasy?</p> <p style="margin-left: 20px;">c. Week Three: What are the characteristics of poetry?</p>
District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 4.</i></p> <p><b>Module 10: Many Cultures, One World</b>  Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p> <ul style="list-style-type: none"> <li>• Teacher’s Guide (TG) pp. T249-T495</li> <li>• Week at a Glance <ul style="list-style-type: none"> <li>○ Week 1: TG pp. T270-T271</li> <li>○ Week 2: TG pp. T346-T347</li> <li>○ Week 3: TG pp. T422-T423</li> </ul> </li> <li>• Ed Your Friend in Learning: <a href="https://www.hmhco.com/one/login/">https://www.hmhco.com/one/login/</a></li> </ul>	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p><b>Module 10: Many Cultures, One World</b>  <b>Learning Mindset: Problem Solving</b></p> <p><b>Build Knowledge &amp; Language</b></p> <ul style="list-style-type: none"> <li>• <b>Access Prior Knowledge/Build Background</b></li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>Big Idea Words:</b> culture, harmony, heritage</li> </ul> </li> <li>• <b>Multimedia</b> <ul style="list-style-type: none"> <li>○ <b>Active Listening and Viewing:</b> <ul style="list-style-type: none"> <li>➤ Get Curious Video: <i>Fiesta!</i></li> </ul> </li> </ul> </li> </ul>

**Winslow Township School District**  
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**Resources for Module 10:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

**Foundational Skills**

- **Phonological Awareness**
  - Segment, Count Syllables
  - Delete Syllables
  - Blend Syllables
  - Segment, Count Phonemes
- **Phonics**
  - Prefix *mis-*
  - Affixes Review
  - Open and Closed Syllables
  - Syllable Division Patterns
  - Long *a, e*
  - Multisyllabic Words: Long *a, e*
- **Spelling**
  - Inflections *-ed, -ing*
  - Long *e (y)*
- **High-Frequency Words**
- **Fluency**
  - Intonation
  - Accuracy and Self-Correction
  - Reading Rate

**Reading Workshop & Vocabulary**

- **Vocabulary**
  - **Power Words**
  - **Reader’s Vocabulary**
  - **Generative Vocabulary**
    - Suffixes *-ion, -tion, -sion*
    - Suffixes *-y, -ly*
  - **Vocabulary Strategy**
    - Shades of Meaning
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Autobiography
    - Realistic Fiction

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- Narrative Nonfiction
- Informational Text
- Poetry
- Video
- **Research**
  - Follow a Research Plan
- **Comprehension**
  - **Use Metacognitive Skills**
    - Make Inferences
    - Make and Confirm Predictions
    - Synthesize
    - Make Connections
  - **Literary Elements/Author's Purpose and Craft**
    - Text Features
    - Figurative Language
    - Theme
    - Story Structure
    - Central Idea
    - Graphic Features
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Intonation
  - Accuracy and Self-Correction
  - Reading Rate
- **Writing Workshop**
  - **Writing Form**
    - Thank-You Letter
  - **Focal Text**
    - *The Name Jar*, by Yangsook Choi
  - **Grammar Minilessons**
    - Possessive Pronouns



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**Module 11: Genre Study - Nonfiction**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T1-T129
  - Week at a Glance
    - Week 1: TG pp. T6-T7
    - Week 2: TG pp. T48-T49
    - Week 3: TG pp. T90-T91
- Genre Study Teacher’s Guide (TG) pp. G6-G41
  - Weekly Planner
    - Week 1: TG pp. G6-G7
    - Week 2: TG pp. G18-G19
    - Week 3: TG pp. G30-G31
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 11:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides, Genre Study Teacher’s Guide, & Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text) & corresponding myBook (student text)
- Read Aloud Books
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)

- Prepositions and Prepositional Phrases
- Frequently Misspelled Words

**Module 11: Genre Study – Nonfiction**

**Learning Mindset: Grit**

Foundational Skills

- **Phonics**
  - Vowel Team Syllables
  - Syllable Division Patterns
  - *r*-Controlled Vowel Syllables
  - Multisyllabic Words
  - Final *e* Syllables
  - Multisyllabic Words: Final *e* Syllables
- **High-Frequency Words**
- **Fluency**
  - Intonation
  - Phrasing
  - Expression
- **Spelling**
  - Suffixes *-ly*, *-ful*, *-er*, *-est*
  - Prefixes *un-*, *re-*, *dis-*
  - Final *e* and Vowel Team Syllables

Reading Workshop

- **Analyze Nonfiction Genre Characteristics**
  - Biography: Central Idea & Text Organization
  - Opinion Writing: Author’s Purpose & Ideas and Support
  - Informational Text: Central Idea & Text Features

Writing Workshop

- **Writing Form**
  - Personal Narrative
- **Focal Text**
  - *Roller Coaster*, by Marla Frazee

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- Writers Notebook

**Module 12: Genre Study – Literary Texts**

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T131-T259
  - Week at a Glance
    - Week 1: TG pp. T136-T137
    - Week 2: TG pp. T178-T179
    - Week 3: TG pp. T220-T221
- Genre Study Teacher’s Guide (TG) pp. G42-G77
  - Weekly Planner
    - Week 1: TG pp. G42-G43
    - Week 2: TG pp. G54-G55
    - Week 3: TG pp. G66-G67
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

**Resources for Module 12:**

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides, Genre Study Teacher’s Guide, & Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text) & corresponding myBook (student text)
- Read Aloud Books
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Grammar Minilessons**

- Review

**Module 12: Genre Study – Literary Texts**

**Learning Mindset: Self-Reflection**

Foundational Skills

- **Phonics**

- Final Stable Syllables
- Multisyllabic Words: Final Stable Syllables
- Review of Syllable Types
- Review Affixes

- **High-Frequency Words**

- **Fluency**

- Reading Rate
- Accuracy and Self-Correction
- Intonation

- **Spelling**

- Triple Blends
- Final Stable Syllables
- Final Digraph/Trigraph *-ch, -tch*
- Open and Closed Syllables

Reading Workshop

- **Analyze Nonfiction Genre Characteristics**

- Realistic Fiction: Characters & Story Structure
- Fantasy: Setting & Theme
- Poetry: Elements of Poetry & Theme

Writing Workshop

- **Writing Form**

- Opinion Essay

- **Focal Text**

- *The Dot*, by Peter H. Reynolds

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<p><b>Additional Amistad Resources:</b>  <a href="https://nj.gov/education/amistad/resources/literacy.pdf">https://nj.gov/education/amistad/resources/literacy.pdf</a></p>	<ul style="list-style-type: none"> <li>• <b>Grammar Minilessons</b> <ul style="list-style-type: none"> <li>○ Review</li> </ul> </li> </ul> <p><b>Amistad Activities:</b> <i>Trombone Shorty</i> (Module 10, Week 1)</p> <ul style="list-style-type: none"> <li>• Additional activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE)</li> </ul>
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**District/School Supplementary Resources**

<p>Read Works: <a href="https://www.readworks.org/">https://www.readworks.org/</a>  newsela: <a href="https://newsela.com/">https://newsela.com/</a>  Freckle: <a href="https://www.freckle.com/ela/">https://www.freckle.com/ela/</a>  Dogo News: <a href="https://www.dogonews.com/">https://www.dogonews.com/</a>  Reading Bear: <a href="http://www.readingbear.org/">http://www.readingbear.org/</a>  ABCya: <a href="https://www.abcya.com/">https://www.abcya.com/</a></p>	<p>Starfall: <a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a>  FunEnglishGames.com: <a href="http://www.funenglishgames.com/">http://www.funenglishgames.com/</a>  Family Learning/Sight Word Games:  <a href="http://www.familylearning.org.uk/sight_word_games.html">http://www.familylearning.org.uk/sight_word_games.html</a>  Quill: <a href="https://www.quill.org/">https://www.quill.org/</a>  Brainpop: <a href="https://www.brainpop.com/">https://www.brainpop.com/</a>  Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>
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**District/School Writing Tasks**

<p><b>Primary Focus</b></p> <ul style="list-style-type: none"> <li>• <b>Module 10:</b> Correspondence <i>Thank-You Letter</i></li> <li>• <b>Module 11:</b> Narrative Writing <i>Personal Narrative</i></li> <li>• <b>Module 12:</b> Opinion Writing <i>Opinion Essay</i></li> </ul> <p><b>District Requirement:</b> Complete one process piece for Unit/MP 4 for district writing portfolio.</p> <p><b>State Requirement:</b> Complete one piece of opinion, narrative, shared research, and routine writing.</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• Response to Text</li> <li>• Inquiry &amp; Research Projects</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Response to Text <ul style="list-style-type: none"> <li>○ myBook</li> <li>○ Writing Prompts</li> </ul> </li> <li>• Literacy Centers <ul style="list-style-type: none"> <li>○ Listening &amp; Reading Logs</li> <li>○ Annotate the Text</li> <li>○ Response Journal</li> <li>○ Inquiry &amp; Research Projects</li> </ul> </li> </ul>
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**Winslow Township School District**  
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**Instructional Best Practices and Exemplars**

**Instructional Best Practices**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Differentiated Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Generating and testing hypotheses</li> <li>• Cues, questions, and advance organizers</li> <li>• Manage response rates</li> <li>• Use data to drive instruction</li> </ul> |
|---|---|

**Exemplars**

- <https://www.readingrockets.org/strategies#skill1042>
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eleducation.org/>

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training, 9.4 Life Literacies and Key Skills**

**9.2.2.CAP1** Make a list of different types of jobs and describe the skills associated with each job. (Module 10, Week 3)

**9.1.2.Cr.1** Recognize ways to volunteer in the classroom, school and community. (Module 10, Week 1)

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>○ Small group instruction</li> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> </ul>  | <ul style="list-style-type: none"> <li>○ Provide graphic organizers</li> <li>○ Verbalize before writing</li> <li>○ Provide sentence starters</li> </ul>  |
| <ul style="list-style-type: none"> <li>○ Leveled texts</li> <li>○ Modeling and guided practice</li> <li>○ Targeted phonics practice</li> <li>○ Targeted Phonological Awareness Instruction</li> <li>○ Scaffolding strategies</li> </ul> | <ul style="list-style-type: none"> <li>○ Use technology i.e. Chromebooks and iPads</li> <li>○ Provide consistent structured routine</li> <li>○ Provide simple and clear classroom rules</li> <li>○ Provide frequent feedback</li> <li>○ Provide support staff as needed</li> </ul> |

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|--|--|
| <ul style="list-style-type: none"> <li>○ Shortened assignments</li> <li>○ Extend time as needed</li> <li>○ Read directions aloud</li> <li>○ Repeat, rephrase and clarify directions</li> </ul> | <ul style="list-style-type: none"> <li>○ Assist w/ organization</li> <li>○ Recognize success</li> <li>○ Modify testing format</li> <li>○ Provide alternative assessment</li> </ul> |
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**Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>○ Small group instruction</li> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Extended time as needed</li> <li>○ Read directions aloud</li> <li>○ Assist with organization</li> <li>○ Use of technology i.e. Chromebooks and iPads</li> </ul> | <ul style="list-style-type: none"> <li>○ Emphasize/highlight key concepts</li> <li>○ Provide timelines for work completion</li> <li>○ Break down multi-step tasks into smaller chunks</li> <li>○ Provide copy of class notes</li> <li>○ Graphic organizers</li> <li>○ Sentence Starters</li> <li>○ Targeted phonics practice</li> <li>○ Targeted Phonological Awareness Instruction</li> </ul> |
|---|--|

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

**WIDA Can Do Descriptors:**

Listening  Speaking  Reading  Writing  Oral Language

Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Use of bilingual dictionaries
- Personal dictionary
- Word wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence starters
- Response frames

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Require critical and creative thinking activities with emphasis on research and in-depth study
- Provide Enrichment Activities/Project-Based Learning/ Independent Study

Additional strategies may be located at the following links:

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- Adapted text/ Leveled Readers
- Repeated reading
- Graphic organizers
- Background knowledge experience
- Vocabulary (cognates) exposure
- Fluency strategies
- Targeted phonics practice
- Additional SIOP Strategies as described in the following book:
  - *Making Content Comprehensible for English Language Learners: The SIOP Model*
  - *99 Activities for Teaching English Language Arts to English Language Learners*

- [Gifted Programming Standards](#)
- [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
- [REVISED Bloom’s Taxonomy Action Verbs](#)

**Interdisciplinary Connections**

**Science:**  
**NJSLS 2-PS1-4:** Construct an argument with evidence that some changes caused by heating and cooling can be reversed and some cannot. (Module 10, Week 1)  
**NJSLS 2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats. (Module 11, Week 2)

**Social Studies:**  
**NJSLS 6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives. (Module 12, Week 12)  
**NJSLS 6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). (Module 10, Week 1) **Amistad**  
**NJSLS 6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. (Module 10, Week 1)  
**NJSLS 6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. (Module 10, Weeks 1-3)

**Arts:**  
**NJSLS 1.4.2.Cr2b:** Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama) (Module 10, Creativity Corner)  
**NJSLS 1.2.2.Cn11a:** Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. (Module 10, Week 1)

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**Integration of Computer Science and Design Thinking**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

**8.1.2.CS.2** Explain the functions of common software and hardware components of computing systems.

**8.1.2.AP.3** Create programs with sequences and simple loops to accomplish tasks.

**8.1.2.NI.1** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

**8.1.2.NI.2** Describe how the internet enables individuals to connect with others worldwide.

**8.1.2.CS.3** Describe basic hardware and software problems using accurate terminology.