

Mullica Township School District



English Language Arts Second Grade

Board approval: 11/28/2018

Unit 1 Timeframe: 5-6 weeks	Unit 2 Timeframe: 5-6 weeks	Unit 3: Timeframe: 5-6 weeks	Unit 4: Timeframe: 5-6 weeks	Unit 5 Timeframe: 5-6 weeks
<u>Standards:</u> LA.2. RL.2.5 LA.2. RI.2.9 LA.2. RI.2.6 LA.2. RL.2.3 L.2.4.A L.2.4.E L.2.5.A LA.2. W.2.3 LA.2. W.2.8 NJSLSA.L2 LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C LA.2.SL.2.1.C LA.RF.1.2.A LA.RF.1.3.D LA.RF.1.2.B	<u>Standards:</u> LA.2.RL.2.1 LA.2.RL.2.2 LA.2.RL.2.3 LA.2.RL.2.4 LA.2.RL.2.7 LA.2.RI.2.1 LA.2.RI.2.2 LA.2.RI.2.3 LA.2.RI.2.4 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.9 LA.2.W.2.2 LA.2.W.2.8 LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C LA.2.SL.2.3 LA.2.SL.2.4 LA.2.SL.2.6 LA.2.RF.2.3.D LA.2.RF.2.3.E LA.2.RF.2.4.A LA.2.RF.2.4.B LA.2.RF.2.4.C LA.2.L.2.1.A LA.2.L.2.1.B	<u>Standards:</u> LA.2.RL.2.1 LA.2.RL.2.2 LA.2.RL.2.3 LA.2.RL.2.4 LA.2.RL.2.7 LA.2.RL.2.10 LA.2.RI.2.1 LA.2.RI.2.2 LA.2.RI.2.3 LA.2.RI.2.4 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.8 LA.2.RI.2.9 LA.2.RI.2.10 LA.2.W.2.1 LA.2.W.2.2 LA.2.SL.2.1A LA.2.SL.2.1B LA.2.SL.2.2 LA.2.L.2.1.A LA.2.L.2.1F LA.2.3.A	<u>Standards:</u> LA.2.RL.2.1 LA.2.RL.2.3 LA.2.RL.2.5 LA.2.RL.2.6 LA.2.RL.2.7 LA.2.RI.2.1 LA.2.RI.2.5 LA.2.RI.2.7 LA.2.RI.2.9 LA.2.RI.2.10 LA.2.W.2.3 LA.2.W.2.5 LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C LA.2.SL.2.3 LA.2.SL.2.4 LA.2.SL.2.6 LA.2.L.2.1.C LA.2.L.2.2.A LA.2.L.2.2.B LA.2.L.2.4.B	<u>Standards:</u> LA.2.RL.2.1 LA.2.RI.2.2 LA.2.RI.2.3 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.7 LA.2.RI.2.9 LA.2.W.2.2 LA.2.W.2.5 LA.2.W.2.6 LA.2.W.2.7 LA.2.SL.2.2 LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C LA.2.SL.2.2 LA.2.SL.2.3 LA.2.SL.2.5 LA.2.SL.2.6 LA.2.L.2.1.C LA.2.L.2.1.E LA.2.L.2.3A LA.2.L.2.4.B LA.2.L.2.5.A

	LA.2.L.2.2.A			LA.2.L.2.6 LA.2.RF.2.3.A LA.2.RF.2.3.C LA.2.RF.2.3.D
<u>INTERDISCIPLINARY CONNECTIONS</u>	<u>INTERDISCIPLINARY CONNECTIONS</u>	<u>INTERDISCIPLINARY CONNECTIONS</u>	<u>INTERDISCIPLINARY CONNECTIONS</u>	<u>INTERDISCIPLINARY CONNECTIONS</u>
SCI.K-2.5.3.2.A.a SCI.K-2.5.3.2.B.a SCI.K-2.5.3.2.B.b SOC.6.3.4.CS6 SOC.6.3.4.A.1 SOC.6.3.4.CS3	SCI.K-2.5.3.2.C.1 SCI.K.2.5.3.2.C.b SCI.K-2.5.3.2.C.2 SCI.K-2.5.4.2.F.a SCI.K-2.5.3.2.B.b SOC.6.1.4.D.CS4 SOC.6.1.4.D.12 SOC.6.1.4.D.CS5	TECH.8.1.2.A.2 SOC.6.1.4.A.CS9 SOC.6.1.4.D.18 SOC.6.3.4.CS	SOC.6.3.4.D.1 SOC.6.1.4.A.10 HPE.2.1.2.D.1	Technology : TECH.8.1.2.A.2 TECH.8.1.2.C.CS1 SCI.K-2.5.3.2.B.c SCI.K-2.5.3.2.B.3 SCI.K-2.5.3.2.C.2 SCI.K-2.5.3.2.D.2
21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLs 8 AND 9	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLs 8 AND 9	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLs 8 AND 9	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLs 8 AND 9	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLs 8 AND 9
CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively with reason	CRP1. Act as a responsible and contributing citizen and employee	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal

<p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9. Model integrity, ethical leadership, and effective management</p> <p>CRP12. Work productively in teams while using cultural global competence</p>		<p>clearly and effectively with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9. Model integrity, ethical leadership, and effective management</p> <p>CRP11. Use technology to enhance productivity</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	<p>health and financial well-being</p> <p>CRP4. Communicate clearly and effectively with reason</p> <p>RP5. Consider the environmental, social and economic impacts of decisions</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9. Model integrity, ethical leadership, and effective management</p>	<p>health and financial well-being</p> <p>CRP4. Communicate clearly and effectively with reason</p> <p>RP5. Consider the environmental, social and economic impacts of decisions</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9. Model integrity, ethical leadership, and effective management</p>
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Unit Overview

Content Area:

English Language Arts

Unit Title:

Unit One- Neighborhood Visit - *Journeys, Second Grade* - Houghton Mifflin Harcourt, 2012

Grade Level:

Second Grade

Unit Summary:

Second graders are introduced to key concepts related to comprehension, vocabulary, grammar and phonics, while they learn about the different kinds of communities.

Learning Targets

Common Core Standards:

Reading Literature

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.3 Describe how characters in a story respond to major events and challenges.
- 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.
- 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 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.
- 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.
- 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.3f Recognize and read grade appropriate irregularly spelled words
- 2.4 Read grade level text orally with accuracy, appropriate rate, and expression

- 2.4c Use context to confirm or self-correct word recognition and understanding

Writing

- 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.
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).
- 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 2.1a Follow agreed-upon rules 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).
- 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- 2.1a Use collective nouns (e.g., group).
- 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 2.1f 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).
- 2.1f 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).
- 2.2b Use commas in greetings and closings of letters.
- 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- 2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

- 2.3a Compare formal and informal uses of English.
- 2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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

Interdisciplinary Connections:

SCI.K-2.5.3.2.A.a

SCI.K-2.5.3.2.B.a

SCI.K-2.5.3.2.B.b

SOC.6.3.4.CS6

SOC.6.3.4.A.1

SOC.6.3.4.CS3

21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSL 8 AND 9

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively with reason

CRP6. Demonstrate creativity and innovation

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

CRP9. Model integrity, ethical leadership, and effective management

CRP12. Work productively in teams while using cultural global competence

Unit Essential Questions:

- Why is the order of events in a story important?
- How are families alike and different?
- Why might an author write a story?
- What might cause a character in a story to change?
- What clues tell you where and when a story takes place?

Unit Enduring Understandings:

- There are different types of communities.

Unit Learning Targets:

Students will

- Listen to fluent reading
- Listen for sequence of events
- Listen to learn, understand, and use the target vocabulary words
- Use word-learning strategies independently
- Listen for purpose
- Listen to compare and contrast
- Use feelings for expression
- Learn to use the glossary to understand the meanings of unfamiliar words
- Listen for author's purpose
- Use sense words to describe
- Use a word web to capture the ideas about sense words
- Listen for cause and effect
- Use context clues to determine the meanings of unfamiliar words
- Listen for story structure
- Learn the sound/spellings for short vowels a,i
- Identify syllables in spoken words
- Blend, read, build and write final sounds in words with short vowels a,i
- Identify beginning, middle, and final sounds in words with short vowels a,i
- Blend and read words with the CVC syllable pattern
- Review and sort words with short vowels a and i
- Learn the sounds/spellings of, identify, blend, read the words and write with the short vowels o,u,e

- Blend, build, and read words with the CVC syllable pattern
- Review and sort words with short vowels a,i,o,u,e
- Learn the sounds/spellings of, identify, blend, and read the words, and write with the long vowels a,i
- Sort and match beginning and final sounds
- Blend, read, and write words with hard and soft sounds for c
- Learn the sounds/spellings of, identify, blend, read the words, and write with the long vowels o,u,e
- Identify and substitute vowel sounds in words
- Blend, build and read words with hard and soft sounds for g
- Review and sort words with long vowels a,e,i,o,u
- Read words with long vowels o,u,e, and words with hard and soft g
- learn the sounds/spellings of, identify, blend, read the words, and write consonant blends with r, l, and s
- identify and count sounds in words with consonant blends with r, l, s
- identify and change sounds in words
- sort, blend, and read words with long vowel sounds
- identify the characteristics of good true story
- identify sequence of events
- use the infer/predict strategy to figure out what the author means or what might happen next
- retell important events in sequence
- make connection to the week's reading
- compare/contrast story elements
- ask and answer questions as you read
- use text and picture clues to compare and contrast story details with personal experiences
- interpret poems
- identify author's purpose
- use the analyze/evaluate strategy to think carefully about the details in the story
- infer author's purpose for writing a selection
- identify cause-effect relationships
- summarize story events or ideas
- infer cause-effect relationships
- Retell a story
- identify characters, setting, and plot
- visualize story events
- retell a story using story elements, including the beginning, middle, and end

- practice reading fluently by recognizing words and reading words correctly
- read fluently by recognizing words and reading words correctly
- practice reading fluently by reading words easily and correctly
- practice reading fluently, noticing and correcting mistakes
- read fluently and accurately by self-correcting mistakes
- practice reading fluently, changing the way your voice sounds
- practice reading fluently, using punctuation to pause in the correct places
- read fluently by using appropriate phrasing
- spell words with short vowels a, i
- list words in ABC order up to the third letter
- spell words with short vowels o, u, and e
- identify the subject of a sentence
- identify the predicate of a sentence
- identify and use subjects and predicates
- review how to identify and use contractions
- combine sentences to form compound subjects
- identify the parts of a complete sentence
- identify the correct word order in a sentence
- identify the difference between a complete sentence and a run-on sentence
- Review how to use abbreviations for titles
- Review how to write a complete sentence
- Identify and write statements and questions
- review identifying kinds of adjectives
- identify and review that nouns that name people, animals, places, and things
- identify kinds of nouns
- review using possessive pronouns
- identify and use nouns in the singular and plural form
- make nouns plural by adding –s
- identify and understand words with –ed and –ing endings
- review forming and identifying adjectives that compare
- add details to sentences that tell a true story
- tell events in order when writing sentences that tell a true story
- draft sentences that tell a true story

- revise, edit, and publish sentences that tell a true story
- identify the characteristics of a good friendly letter
- choose ideas to write a friendly letter
- draft, revise, edit, and publish a friendly letter
- identify characteristics of a good description
- draft , revise, edit, and publish sentences that describe
- identify the characteristics of a good true story
- plan a true story
- draft, revise, edit, and publish a true story
- brainstorm topics of class-wide interest
- narrow research topics from a class generated list
- hold a conversation or discussion
- narrow topics and form questions
- formulate open-ended questions
- follow and give directions

Evidence of Learning

Summative Assessment:

- Unit Project - “Community Guide”- research and publish various articles for visitors
- Unit 1 test
- Spelling tests
- Weekly tests

Formative Assessments:

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Summative Assessments:

- Writer's workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Modifications:

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud

- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

ELL:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia

Gifted:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally

- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Lesson Plans

Lesson	Time Frame
Lesson 1 “Henry and Mudge”,”All in the Family” <ul style="list-style-type: none"> ● Target Skill-Sequence of Events ● Target Strategy - Infer/Predict ● Vocabulary Strategy- Alphabetical Order ● Fluency - Accuracy ● Phonics - short vowel a,i; CVC syllable pattern ● Research Skills - Brainstorm Topics ● Grammar - Subjects and Predicates ● Spelling - Short Vowels a,i ● Writing- Sentences that tell a true story 	One Week
Lesson 2 “My Family”; “Family Poetry” <ul style="list-style-type: none"> ● Target Skill-Compare and Contrast ● Target Strategy-Question ● Vocabulary Strategies- Using a Glossary ● Fluency-Phrasing: Punctuation ● Phonics- Short Vowels o,u,e; CVC Syllable Patter 	One Week

<ul style="list-style-type: none"> ● Research Skills- Brainstorm Topics ● Grammar- Complete Sentences ● Spelling - Short Vowels o,u,e ● Writing- Friendly Letter 	
<p>Lesson 3 “Henry and Mudge Under the Yellow Moon”; “Outdoor Adventures”</p> <ul style="list-style-type: none"> ● Target Skill- Author’s Purpose ● Target Strategy - Analyze/Evaluate ● Vocabulary Strategies-Multiple meaning words ● Fluency-Accuracy: Self Correct ● Phonics- Long VOWels a, i; sounds for c ● Research Skills- Narrow Research Topics ● Grammar- Statements and Questions ● Spellings- Long Vowels a,i ● writing - Descriptive Sentences 	<p>One Week</p>
<p>Lesson 4 “Diary of a Spider”; “A Swallow and a Spider”</p> <ul style="list-style-type: none"> ● Target Skill-Cause and Effect ● Target Strategy- Summarize ● Vocabulary Strategies- Context Clues ● Fluency-Intontion ● Phonics- Long Vowels o,u,e; Sounds for g ● Research Skills- Narrow Research Topics; Form Questions ● Grammar- What is a Noun ● Spelling- Long Vowels o,u ● Writing- True Story 	<p>One Week</p>
<p>Lesson 5 “Teacher’s Pets”, “See Westburg by Bus!”</p> <ul style="list-style-type: none"> ● Target Skill-Story Structure ● Target Strategy-Visualize 	<p>One Week</p>

- Vocabulary Strategies: Base Words and Endings -ed,-ing
- Fluency-Phrasing:Punctuation
- Phonics-Consonant Blends with r,l,s
- Research Skills- Formular Open Ended Questions
- Grammar- Singular and Plural Nouns
- Spelling- Consonant blends with r,l,s
- Writing- True Story

Additional Resources

Student Resources:

Leveled Readers:

- Ben and Sooty; Lucy and Billy; A Pet That Fits; Billy, the Pet Bird; Let's Make Music; Happy Birthday, Everyone; How to make a Family Tree; Birthdays Around the World; Chipmunks Do What Chipmunks Do; How the Leaves Got Their Colors; Annie's Pictures; The Colors of Leaves; Cub Saves the Day; Fly to the Rescue!; Ferdinand Saves the Day; Flora the Fly Saves the Spiders; Caty the Caterpillar; Foster's Farm; Where is Gus-Gus?; Foster's Famous Farm

Vocabulary Readers:

- Pet Rabbits; Who is in Your Family; Fall Harvest; Along Came a Spider...; Fun Pets

Journeys Student Book

Journeys Practice Book

Teachers Resources:

- *Journeys* - Second Grade - Unit 1 Edition
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards

Unit Overview

Content Area:

English Language Arts

Unit Title:

Unit Two - Nature Watch - *Journeys, Second Grade* - Houghton Mifflin Harcourt, 2012

Grade Level:

Second Grade

Unit Summary:

Second graders are introduced to key concepts related to comprehension, vocabulary, grammar and phonics, while they learn that nature can teach us many things.

Learning Targets

Common Core Standards:

Reading Literature

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.3 Describe how characters in a story respond to major events and challenges.
- 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.
- 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 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.
- 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.
- 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.8 Describe how reasons support specific points the author makes in a text.
- 2.9 Compare and contrast the most important points presented by two texts on the same topics.
- 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 2.3d Decode words with common prefixes and suffixes.
- 2.3f Recognize and read grade-appropriate irregularly spelled words.
- 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- R2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).
- 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

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

Language

- 2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- 2.1f 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).
- 2.2a Capitalize holidays, product names, and geographic names.

- 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- 2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning for words and phrases.
- 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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).

INTERDISCIPLINARY CONNECTIONS

SCI.K-2.5.3.2.C.1

SCI.K.2.5.3.2.C.b

SCI.K-2.5.3.2.C.2

SCI.K-2.5.4.2.F.a

SCI.K-2.5.3.2.B.b

SOC.6.1.4.D.CS4

SOC.6.1.4.D.12

SOC.6.1.4.D.CS5

21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9

CRP1. Act as a responsible and contributing citizen and employee

Unit Essential Questions:

- How can chapter headings help you?
- What helps you make decisions about a character?
- How do you know what a story is mostly about?
- What can you learn from the way a character acts?
- How do you know if something is a fact or an opinion?

Unit Enduring Understandings:

- Nature can teach us many things.

Unit Learning Targets:

Students will

- listen to fluent reading
- identify text and graphic features and their function • listen to learn, understand and use the Target Vocabulary words
- identify and understand the prefixes un- and re-
- use word-learning strategies independently
- listen for opportunities to draw conclusions
- listen for main ideas and details
- identify and understand compound words
- listen for opportunities to understand characters
- identify and understand synonyms
- listen to compare and contrast
- listen for facts and opinions in the story
- identify and understand homophones
- learn the sounds/spellings of, identify, blend, read, and write words with common final blends nd, ng, nk, nt, ft, xt, mp
- identify the final sounds in words
- identify and count the sounds in words
- blend, build, and read words with final consonant blends nd, ng, nk, ft, xt, mp and consonant blends with r, l, s
- learn the sound/spellings for double consonants and ck
- sort phonemes
- blend, build, read, and write words with double consonants and ck
- identify the middle consonant sounds in words
- blend, build, read, and write words with double medial consonants and the CVC syllable pattern
- read words with the consonants and ck
- learn the sounds/spellings of, identify, blend, read, and write words with consonant diagraphs th, sh, wh, ch, tch and ph
- substitute phonemes in words with consonant diagraphs
- substitute final syllables in spoken words
- blend, build, and read base words with endings –s, -ed, -ing
- review words with consonant diagraphs th, sh, wh, ch, tch, and ph; double consonants and ck
- blend, read, and build words with endings –ed, and –ing
- write base words with endings –ed, -ing, including spelling change of dropping the final e

- count syllables in spoken words
- blend, build, and read words with open and closed syllables
- add and take away sounds to make new words
- learn about, identify, build, write, spell and read contractions
- add or delete sounds in contractions
- blend and read words with consonant digraphs th, sh, wh, ch, tch, ph
- identify, build, and read contractions
- review words with endings –ed and –ing
- identify and understand words with suffixes –er and –est
- identify and explain text and graphic features
- ask questions about a selection
- identify the main idea
- use text and graphic features to find information, answer questions, and make predictions
- use facts and details to support a main idea
- analyze and evaluate what you read to draw conclusions
- identify the main idea
- draw conclusions from text details and support conclusions with text evidence
- use important details to show the main ideas
- make connections to the week’s reading
- monitor understanding and ask questions
- identify the topic in informational text
- identify the main idea and an supporting details in informational text
- visualize text details as you read
- summarize an informational text
- use clues to infer main ideas and supporting details
- identify the main idea and important details to include in a summary
- understand characters’ feelings and traits based on their actions, speech, and relationships
- use knowledge of characters to summarize texts
- infer characters’ feelings and traits based on what they do and say, and how they treat each other • identify given statements as facts or opinions
- monitor understanding of the story and clarify any confusing parts
- identify given statements as facts or opinions
- practice reading fluently with expression

- practice reading fluently without mistakes
- read fluently using appropriate rate
- practice reading fluently, paying attention to punctuation and natural groupings of words into phrases
- read fluently using appropriate phrasing for punctuation
- practice reading fluently, putting stress on appropriate words to convey meaning
- form and use plural nouns with –es
- identify nouns that change spelling to name more than one
- write names for people, animals, and places correctly
- review complete sentences
- write proper nouns correctly
- identify subjects and action verbs in past time
- identify action verbs in sentences
- review kinds of sentences
- use exact verbs in sentences
- add –s or –es to present-time verbs
- correct subject-verb agreement
- review kinds on nouns
- use verbs in the present time
- form past tense verbs by adding –ed
- form verbs in future time
- write verbs in present, past, and future time
- review singular and plural nouns
- identify the characteristics of a good informational paragraph
- identify the characteristics of a good summary paragraph
- draft, revise, edit, and publish a summary paragraph
- draft , revise, edit, and publish an informational paragraph
- identify the characteristics of a good instructions essay
- draft, revise, edit, and publish instructions
- understand different kinds of sources in research
- choose relevant research sources
- understand basic ways to use a computer
- choose relevant sources
- gather evidence from natural sources

- Use a dictionary on a computer

Evidence of Learning

Summative Assessment:

- Unit Project-“Nature Game”-create a nature game to play with classmates
- Writer’s workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Formative Assessments:

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments

- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Modifications:

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
- Assistive technology
- FM system
- Reduce quantity of items required to show understanding
- Allow student breaks
- Debrief students
- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

ELL:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia
 - teacher talk

Gifted:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions

- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Lesson Plans	
Lesson	Time Frame
Lesson 6 “Animals Building Homes”,”Hiding at the Pond” <ul style="list-style-type: none"> ● Target Skill-Text and Graphic Features 	

<ul style="list-style-type: none"> ● Target Strategy - Question ● Vocabulary Strategy- Base words and Prefixes un-, re- ● Fluency - Expression ● Phonics - Common Final Blends nd,ng,nk,ft,xt,mp ● Research Skills - Understanding Sources ● Grammar - More Plural Nouns (with es) ● Spelling - Common Final Blends nd,ng,nk,ft,xt,mp ● Writing- Informational Paragraph 	<p>One Week</p>
<p>Lesson 7 “The Ugly Vegetables”; “They Really Are GIANT!”</p> <ul style="list-style-type: none"> ● Target Skill-Conclusions ● Target Strategy-Analyze/Evaluate ● Vocabulary Strategies-Homophones ● Fluency-Accuracy: Connected Text ● Phonics-Double Consonants and ck; Double Consonants (CVC) ● Research Skills-Sources ● Grammar-Proper Nouns ● Spelling- Double consonants and ck ● Writing-Writing to Inform: Summary Paragraph 	<p>One Week</p>
<p>Lesson 8 “Super Storms”; “Weather Poems”</p> <ul style="list-style-type: none"> ● Target Skill-Main Ideas and Details ● Target Strategy-Visualize ● Vocabulary Strategies-Compound Words • Fluency-Rate ● Phonics-Consonant Diagraphs th, sh, wh, ch, tch, ph; Base Words and Endings –s, - ed, -ing ● Research Skills-Choose Relevant Sources ● Grammar-Verbs ● Spelling- Consonant Diagraphs th, sh, wh, ch, tch, ● Writing-Writing to Inform: Informational Paragraph 	<p>One Week</p>

<p>Lesson 9 “How Chipmunk Got His Stripes”; “Why Rabbits Have Short Tails”</p> <ul style="list-style-type: none"> ● Target Skill-Understanding Characters ● Target Strategy-Summarize ● Vocabulary Strategies-Synonyms ● Fluency-Phrasing: Punctuation ● Phonics-Base Words and Endings –ed, ing; CV Pattern ● Research Skills-Choose Relevant Sources ● Grammar-Verbs in the Present ● Spelling- Base Words and Endings –ed, ing ● Writing-Write to Inform: Instructions 	<p>One Week</p>
<p>Lesson 10 “Jellies”, “Meet Norbert Wu”</p> <ul style="list-style-type: none"> ● Target Skill-Fact and Opinion ● Target Strategy-Monitor/Clarify ● Vocabulary Strategies: Base Words and Suffixes –er, -est ● Fluency-Stress ● Phonics-Contractions ● Research Skills-Gather Evidence from Natural Sources ● Grammar-Verbs in the Present, Past, and Future ● Spelling-Contractions ● Writing-Writing to Inform: Instructions 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources:</p> <p><i>Leveled Readers:</i></p> <ul style="list-style-type: none"> ● A Busy Beaver; Busy Bees; The Lives of Ants; Bees at Work; Grandma’s Surprise; The Community Garden; Cross-Country Cousins; Luz and the Garden; A Snowy Day; What is in the Wind?; Lessons about Lightning; The Wind; Camel’s Hump; How Coyote Stole Fire; Uncle Rabbit; How People Got Fire; Animals at the Aquarium; Life in Tide Pools; Bottlenose Dolphins; Tide Pools <p><i>Vocabulary Readers:</i></p> <ul style="list-style-type: none"> ● Amazing Nests; The Three Sisters; Let it Rain!; Native American Folktales; Coral Reefs <p><i>Journeys Student Book</i></p>	

Journeys Practice Book

Teachers Resources:

- *Journeys* - Second Grade - Unit 2 Teacher's Edition
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards

Unit Overview

Content Area:

English Language Arts

Unit Title:

Unit Three - Tell Me About It - *Journeys, Second Grade* - Houghton Mifflin Harcourt, 2012

Grade Level:

Second Grade

Unit Summary:

Second graders are introduced to key concepts related to comprehension, vocabulary, grammar and phonics, while they learn from each other.

Learning Targets

Common Core Standards:

Reading Literature

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.3 Describe how characters in a story respond to major events and challenges.
- 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.
- 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.
- 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.8 Describe how reasons support specific points the author makes in a text.
- 2.9 Compare and contrast the most important points presented by two texts on the same topics.
- 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.3b Know spelling-sound correspondences for additional common vowel teams.
- 2.3c Decode regularly spelled two-syllable words with long vowels.
- 2.3f Recognize and read grade-appropriate irregularly spelled words.
- 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

- 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- 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 concluding statement or section
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).
- 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 2.1a Follow agreed-upon rules 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).
- 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- 2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified
- 2.1f 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).
- 2.2a Capitalize holidays, product names, and geographic names.
- 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- 2.4c Use a know root word as a clue to the meaning of an unknown word with the same root
- 2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning for words and phrases.
- 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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).

INTERDISCIPLINARY CONNECTIONS

SOC.6.1.4.A.CS9

SOC.6.1.4.D.18

SOC.6.3.4.CS

Technology:

TECH.8.1.2.A.2

21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

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

CRP9. Model integrity, ethical leadership, and effective management

CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence

Unit Essential Questions:

- What helps you make a decision about a character?
- How do you find important story characters?
- Why do authors write different kinds of texts?
- How do you know when story ideas are important?
- What might cause a story character to change?

Unit Enduring Understandings:

- We can learn from each other.

Unit Learning Targets:

Students will

- Listening/vocabulary
- listen to fluent reading.
- listen to learn the Target Vocabulary words
- understand and use the Target Vocabulary words
- use word-learning strategies independently
- listen to identify the author's purpose in the selection
- listen for and retell main ideas
- listen to identify the story's main idea and supporting details
- learn the sound/spellings for long o spelled o, oa, and ow
- listen to identify cause-and-effect relationships within the story
- identify and understand words with prefixes pre- and mis-
- identify and understand idioms
- learned how compound words are formed
- Phonics
- learn the sound/spellings for base words with endings -s, -es
- segment and count syllables in words
- blend , read, and write words with endings -s, -es
- blend, read, and build words with endings -s, -es
- add and take away sounds to form new words
- blend and read contractions and words with CV syllable pattern
- build, sort, and read words with endings -s, -es

- build, write, and read contractions
- substitute vowel sounds in words to make new words
- blend, read, build, and write words with ai, ay
- blend and read words with endings –s, -es
- practice reading fluently, using intonation to convey meaning and add interest diagraphs th, sh, wh, ch, tch and ph
- review, read, and sort words with vowel diagraphs ai, ay
- learn the sound/spellings for vowel diagraphs ee, ea
- match sounds in words
- blend, read, build and write words with vowel diagraphs ee, ea
- blend and read words with endings –s, -es and words with vowel diagraphs ai, ay
- review and sort words with vowel diagraphs ee, ea, ai, ay
- learn the sound/spellings for long o spelled o, oa, and ow
- segment phonemes
- blend, read, build and write words with long o spelled o, oa, and ow
- substitute long and short vowel sounds in words
- blend and read words with vowel diagraphs ai, ay, ee, ea
- read and sort words with vowel diagraphs ai, ay, ee, ea
- substitute final syllables in words
- blend, read, build, and write compound words
- blend, read, build, and write words with the schwa sound
- Comprehension
- draw conclusions from an article
- draw conclusions from details and clues in the story
- make inferences and predictions
- use clues and details to draw and support conclusions about a story
- make connections to a reading selection
- identify elements of story structure, including characters, setting, and plot
- ask and answer questions as you read
- use story details to describe plot
- identify author's purposes for writing
- analyze and evaluate how well the author achieved his or her purpose
- determine the author's purpose
- infer the theme or author's message

- review main ideas and supporting details in informational text
- infer main ideas and supporting details
- use tables of contents
- monitor understanding of the story and clarify any confusing parts
- identify and infer cause-effect relationships
- summarize important information
- fluency
- practice reading fluently with expression
- practice reading fluently, using intonation to convey meaning and add interest
- practice reading fluently, using stress to emphasize certain words
- practice reading fluently, using stress
- practice reading fluently by recognizing words to read smoothly
- Grammar
- recognize commands as a kind of sentence
- identify questions, statements, and commands
- review plural nouns • identify kinds of sentences and fix run-on sentences
- join sentences using and
- identify exclamations, questions, commands, and statements
- write different kinds of sentences with correct capitalization and punctuation
- review writing proper nouns
- use quotation marks correctly
- write quotation marks correctly with punctuation and capitalization
- review action verbs
- proofread for correct capitalization and punctuation with quotations
- capitalize the first letter in the names of the days of the week
- write months of the year and holidays correctly
- capitalize and underline book titles correctly
- write titles for people correctly
- review how to write abbreviations correctly
- Writing
- identify the characteristics of a good persuasive letter
- state a goal clearly in a persuasive letter
- identify reasons for a persuasive letter

- identify the characteristics of a good opinion paragraph
- choose a topic and plan a strong opinion paragraph
- draft, revise, edit, and publish an opinion paragraph
- identify the characteristics of a good persuasive paragraph
- use exact words in a persuasive paragraph
- draft, revise, edit, and publish a persuasive paragraph
- gather evidence from personal sources
- use an encyclopedia on the computer
- gather evidence from a local expert
- interview someone
- identify and use parts of a dictionary entry
- navigate a website
- identify and use guide words to locate dictionary entries
- use indexes to locate information
- summarize important information

Evidence of Learning

Summative Assessment:

- Unit Project-“Class Newspaper”-create a newspaper with informational articles and editorials
- Writer’s workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Formative Assessments:

- Participation/Observations
- Questioning
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- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Modifications:*Intervention:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information

Prefered seating

Manipulatives

Use alternatives to print materials (large print books, Braille, or books on CD, digital text)

Assistive technology

FM system

Reduce quantity of items required to show understanding

Allow student breaks

Debrief students

Propose interest-based extension activities

Scriber for students who can't write

Follow all IEP modifications/504 plan

ELL:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia
 - teacher talk

Gifted:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment

- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
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- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers

- Be given a written list of instructions

Lesson Plans

Lesson	Time Frame
Lesson 11 Click, Clack, Moo: Cows That Type”; “Talk About Smart Animals!” <ul style="list-style-type: none"> • Target Skill – Conclusions • Target Strategy – Infer/Predict • Vocabulary Strategy- Prefixes pre- and mis- • Fluency – Expression • Phonics-Base Words and Endings –s, -es • Research Skills-Gather Evidence from Personal Sources • Grammar-Kinds of Sentences • Spelling- Base Words with Endings –s, -es • Writing-Persuasive Letter 	One Week
Lesson 12 “Violet’s Music”; “Wolfgang Mozart:Child Superstar” <ul style="list-style-type: none"> • Target Skill-Story Structure • Target Strategy-Question • Vocabulary Strategies-Figurative Language/Idioms • Fluency-Intonation • Phonics-Vowel Diagraphs ai, ay • Research Skills-Gather Evidence from Local Experts • Grammar-Kinds of Sentences • Spelling- Words with ai, ay • Writing-Opinion Paragraph 	One Week

<p>Lesson 13 “Schools Around the World”; “School Poems”</p> <ul style="list-style-type: none"> ● Target Skill-Author’s Purpose ● Target Strategy-Analyze/Evaluate ● Vocabulary Strategies-Using a Dictionary ● Fluency-Stress ● Phonics-Vowel Diagraphs ee, ea ● Research Skills-Understand Sources ● Grammar-Quotation Marks ● Spelling- Words with ea, ee ● Writing-Persuasive Paragraph 	<p>One Week</p>
<p>Lesson 14 “Helen Keller”; “Talking Tools”</p> <ul style="list-style-type: none"> ● Target Skill-Main Ideas and Details ● Target Strategy-Summarize ● Vocabulary Strategies-Suffix -ly ● Fluency-Natural Pauses ● Phonics-Long o (o, oa, ow) ● Research Skills-Use Table of Contents ● Grammar-Verbs in the Present ● Spelling- Long o (o, oa, ow) ● Writing-Persuasive Essay 	<p>One Week</p>
<p>Lesson 15 “Officer Buckle and Gloria”, “Safety at Home”</p> <ul style="list-style-type: none"> ● Target Skill-Cause and Effect ● Target Strategy-Monitor/Clarify ● Vocabulary Strategies-Dictionary Entry ● Fluency-Accuracy: Connected Text ● Phonics-Compound Words; The Schwa Sound ● Research Skills-Use an Index ● Grammar-Abbreviations 	<p>One Week</p>

- Spelling-Compound Words

Additional Resources

Student Resources:

Leveled Readers:

- Zoo Party; Pay Attention!; E-Mails from the Teacher; The Smiths and Their Animals; A Real Band; What Can Rosa Paint?; A Thousand Words; Guide Dog School; School Long Ago; A School in a Garden; What School Was Like Long Ago; Anne Sullivan; Alexander Graham Bell; The Adventures of ERIK; Firedog!; Good Citizen; A Well-Trained Dog; The Best Student

Vocabulary Readers:

- From Typewriters to Computers; Bongos, Maracas, and Xylophones; One Room Schools; Special Tools; Police in the Community

Journeys Student Book

Journeys Practice Book

Teachers Resources:

- *Journeys* - Second Grade - Unit 2 Teacher's Edition
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards

Unit Overview

Content Area:

English Language Arts

Unit Title:

Unit Four - Heroes and Helpers- *Journeys, Second Grade* - Houghton Mifflin Harcourt, 2012

Grade Level:

Second Grade

Unit Summary:

Second graders are introduced to key concepts related to comprehension, vocabulary, grammar and phonics, while they learn how they can all

make a difference.

Learning Targets

Common Core Standards:

Reading Literature

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.3 Describe how characters in a story respond to major events and challenges.
- 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- 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.
- 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.8 Describe how reasons support specific points the author makes in a text.
- 2.9 Compare and contrast the most important points presented by two texts on the same topics.
- 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.3c Decode regularly spelled two-syllable words with long vowels.
- 2.3e Identify words with inconsistent but common spelling-sound correspondences
- 2.3f Recognize and read grade-appropriate irregularly spelled words.
- 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- 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.
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).
- 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 2.1a Follow agreed-upon rules 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).
- 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

- 2.1c Use reflexive pronouns
- 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified
- 2.1f 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).
- 2.2a Capitalize holidays, product names, and geographic names.
- 2.2b Use commas in greetings and closing of letters
- 2.2d Generalize learned spelling patterns when writing words
- 2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 2.4c Use a know root word as a clue to the meaning of an unknown word with the same root
- 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning for words and phrases.

- 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 2.5 Distinguish shades of meaning among closely related verbs.
- 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).

INTERDISCIPLINARY CONNECTIONS

SOC.6.3.4.D.1

SOC.6.1.4.A.10

HPE.2.1.2.D.1

21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

RP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

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

CRP9. Model integrity, ethical leadership, and effective management

Unit Essential Questions:

- When might a character need help solving a problem?
- What words show the order of events in a story?
- What makes a character interesting?
- What can you learn from signs in your community?
- How can stories be alike and different?

Unit Enduring Understandings:

- We can all make a difference

Unit Learning Targets:

Students will

- listen to fluent reading
 - listen for story structure
 - understand and use the Target Vocabulary words
 - use context clues to determine the meanings of homographs
 - use word-learning strategies independently
 - listen critically
 - listen for the sequence of events
 - identify the correct homophones
 - identify and understand antonyms using correct sentence context
 - listen for a better understanding of the characters
 - listen to make connections
 - listen to understand text and graphic features
 - use context to identify and understand synonyms
 - listen to intonation
 - listen to compare and contrast
 - review and understand words with the prefix over-
 - identify and count syllables in base words with endings –ed, -ing
 - blend, read, build, spell, and write base words with ending –ed, -ing
 - segment and name sounds in words
 - blend and read words with the long o sound spelled o, oa, and ow
 - review words with vowel diagraphs ee, ea
 - blend, build, read, write, identify and learn the sound/spellings for long i (i, igh, ie, y)
 - substitute final syllables in compound words
 - blend and read compound words
 - blend, build, read, write, identify the position of, and learn the sound/spellings for long e sound

for y

- blend sounds in words
- blend, build, and read plural words ending with –es
- review and sort words with long i spelled i, igh, ie, y and words with long e spelled y
- use knowledge of suffixes –y and –ful to determine word meanings
- blend, build, read, write, identify, and learn the sound/spellings for ar
- substitute sounds in words
- identify sounds in words
- sort and read words with long e spelled y and long i spelled i, igh, ie, y
- substitute vowel sounds in words to make new words
- identify setting, characters, and plot
- describe plot development
- make predictions, inferences, and judgments about story details and story structure
- make connections to a reading selection
- identify the order of events in a story
- retell what happened in a story in order
- figure out events not stated clearly
- use dialogue to tell readers what characters are like
- figure out events not stated clearly
- figure out characters' feelings and traits based on their actions, speech, and relationships
- find supporting examples
- use facts about familiar people to infer traits of story characters
- use pictures to gain information and make predictions
- ask questions and read to find the answers to aid comprehension
- compare and contrast story characters
- compare and contrast characters to clarify understanding
- compare and contrast story details with personal experiences
- practice reading fluently at an appropriate rate
- practice reading fluently, placing stress on important words
- practice reading fluently with expression
- practice reading fluently using appropriate phrasing
- practice reading fluently with intonation
- read fluently, changing the way your voice sounds as you read

- use pronouns I, he, she, it, we, and they
- use pronouns me, him, her, it, them, and us
- use the pronoun I to name yourself last
- review kinds of sentences
- replace a repeated noun with a pronoun
- use subject-verb agreement with pronouns
- review kinds of sentences
- proofread for subject-verb agreement
- use the verb be
- review writing quotations
- use commas in dates
- use commas with place names
- use commas in the date, greeting, and closing of a letter
- review how to write proper nouns correctly
- proofread for commas in dates and place names
- use commas in sentences with a series of nouns and single verbs
- review how to capitalize and underline book titles correctly
- identify the characteristics of a good story paragraph
- organize story elements in a Story Map
- use details to show readers what is happening
- use a sequence chart to plan a fictional story paragraph
- identify the characteristics of a good story
- choose a topic, and use a sequence chart to plan a fictional story
- draft, revise, edit and publish a fictional story
- identify the characteristics of a good descriptive paragraph
- use sense words to describe
- choose a topic, plan, draft, revise, edit, and publish a descriptive paragraph
- identify the characteristics of a good story
- draft, revise, edit, and publish a story
- generate and discuss alternate endings
- understand media genres
- recognize purposes of media
- use online newspapers/magazines

- describe media creation
- explain information from pictures
- brainstorm possible problems and solutions for a story
- identify written conventions of e-mail
- respond to questions
- identify written conventions of websites
- compare and contrast media messages

Evidence of Learning

Summative Assessment:

- Unit Project-“American Heroes Hall of Fame”-research an American hero and create a visual display to present their person to the class
- Writer’s workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Formative Assessments:

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Modifications:

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
 - Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
 - Assistive technology
 - FM system
 - Reduce quantity of items required to show understanding
 - Allow student breaks
 - Debrief students
 - Propose interest-based extension activities
 - Scribe for students who can't write
 - Follow all IEP modifications/504 plan

ELL:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia
 - teacher talk

Gifted:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers

- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Lesson Plans	
Lesson	Time Frame
Lesson 16	

<p>‘Mr. Tanen’s Tie Trouble’; ‘Playground Fun!’</p> <ul style="list-style-type: none"> ● Target Skill – Story Structure ● Target Strategy – Infer/Predict ● Vocabulary Strategy- Homographs ● Fluency – Rate ● Phonics-Base Words and Endings –ed, -ing ● Research Skills-Understand Media Genres ● Grammar-Pronouns ● Spelling- Base Words with Endings –ed, -ing ● Writing- Write to Express: Fictional Narrative Paragraph 	<p>One Week</p>
<p>Lesson 17</p> <p>“Luke Goes to Bat”; “Jackie Robinson”</p> <ul style="list-style-type: none"> ● Target Skill-Sequence of Events ● Target Strategy-Visualize ● Vocabulary Strategies-Antonyms ● Fluency-Stress ● Phonics-Long i (i, igh, ie, y) ● Research Skills-Recognize Purposes of Media ● Grammar-Subject-Verb Agreement ● Spelling- Long i (i, igh, ie, y) ● Writing-Write to Express: Fictional Narrative Paragraph 	<p>One Week</p>
<p>Lesson 18</p> <p>“My Name is Gabriela”; “Poems about Reading and Writing”</p> <ul style="list-style-type: none"> ● Target Skill-Understanding Characters ● Target Strategy-Analyze/Evaluate ● Vocabulary Strategies-Suffixes –y and -ful ● Fluency-Expression ● Phonics-The Long e Sound for y; Changing y to i ● Research Skills-Describe Media Creation ● Grammar-Verb be ● Spelling- Long e spelled y ● Writing-Descriptive Paragraph 	<p>One Week</p>

<p>Lesson 19 “The Signmaker’s Assistant”; “The Trouble with Signs”</p> <ul style="list-style-type: none"> ● Target Skill-Text Graphics and Features ● Target Strategy- Question ● Vocabulary Strategies-Synonyms ● Fluency-Phrasing: Punctuation ● Phonics-Words with ar ● Research Skills-Conventions of ● Grammar-Commas in Dates and Places ● Spelling- Words with ar ● Writing-Fictional Narrative 	<p>One Week</p>
<p>Lesson 20 “Dex: The Heart of a Hero”, “Heroes Then and Now”</p> <ul style="list-style-type: none"> ● Target Skill-Compare and Contrast ● Target Strategy-Monitor/Clarify ● Vocabulary Strategies-Prefix over- ● Fluency-Intonation ● Phonics-Words with or, ore ● Research Skills-Conventions of Websites ● Grammar-Commas in a Series ● Spelling- Words with or, ore ● Writing- Fictional Narrative 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources: <i>Leveled Readers:</i></p> <ul style="list-style-type: none"> ● Our Library; The Bake Sale; The Town Auction; Ms. Hawkins and the Bake Sale; The Winning Hit; Take Me Out to the Ballpark; The New Field; The Summer of Baseball Parks; Beatrix Potter; The Life of Jack Prelutsky; Jack Prelutsky; The Life of Langston Hughes; Aldo and Abby; Finding the Party; Too Many Signs!; Sam Finds a Party; Two Heroes; Superheroes to the Rescue; The Mysterious Superhero; Superheroes Save the Day <p><i>Vocabulary Readers:</i></p>	

- Raising Funds; The Brooklyn Dodgers; All About Chile; Signs are Everywhere; Everyday Hero

Journeys Student Book

Journeys Practice Book

Teachers Resources:

- *Journeys* - Second Grade - Unit 2 Teacher's Edition
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards

Unit Overview

Content Area:

English Language Arts

Unit Title:

Unit Five - Changes, Changes Everywhere- *Journeys, Second Grade* - Houghton Mifflin Harcourt, 2012

Grade Level:

Second Grade

Unit Summary:

Second graders are introduced to key concepts related to comprehension, vocabulary, grammar and phonics, while they learn that living things change over time.

Learning Targets

Common Core Standards:

Reading Literature

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.
- 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.
- 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.
- 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.8 Describe how reasons support specific points the author makes in a text.
- 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 2.3b Know spelling-sound correspondences for additional common vowel teams.
- 2.3d Decode words with common prefixes and suffixes. • 2.3e Identify words with inconsistent but common spelling-sound correspondences.
- 2.3f Recognize and read grade-appropriate irregularly spelled words.
- 2.4a Read grade-level text with purpose and understanding.

- 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).
- 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 2.1a Follow agreed-upon rules 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).
- 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Language

- 2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 2.1f 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).
- 2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- 2.3a Compare formal and informal uses of English.
- 2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

- 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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).

INTERDISCIPLINARY CONNECTIONS

SCI.K-2.5.3.2.B.c SCI.K-2.5.3.2.B.3 SCI.K-2.5.3.2.C.2 SCI.K-2.5.3.2.D.2

Technology :

TECH.8.1.2.A.2 TECH.8.1.2.C.CS1

21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- RP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management

Unit Essential Questions:

- How do you know which facts are important?
- What can you learn from a character's words and actions?
- What helps you make a decision about a character?
- How can one event in a story cause another to happen?
- What steps would you take to plant a garden?

Unit Enduring Understandings:

- Living things change over time.

Unit Learning Targets:

Students will

- listen to fluent reading
 - listen for main ideas and details
 - listen to learn Target Vocabulary words
 - understand and use the Target Vocabulary words
 - understand dictionary entries and use them to determine the meanings of unfamiliar words
 - use word-learning strategies independently
 - listen for ways to understand the characters
 - identify and interpret idioms
 - listen to draw conclusions
 - use synonyms to explain information in their own words
 - review homophones and words with suffixes –y, -ly, and –ful
 - use context to determine meanings of multiple-meaning words
 - listen for cause and effect
 - use knowledge of antonyms to determine word meanings
 - listen for sequence of events
 - use context clues to determine the meanings of unfamiliar words
 - substitute vowel sounds in words to make new words
 - blend, build, read, write, identify, and learn the sound/spellings for er
 - blend, build, and read words with ir, ur
 - review and sort words with or, ore, er
 - learn about, use rhyme and meaning to make, blend, read, build, spell, and write homophones
 - substitute final syllables in words
 - blend and read base words with endings –er, -est
 - review homophones and sort words with er, ir, ur
 - apply knowledge of the suffixes –y, -ly, -ful to read longer words

- identify syllables in spoken words
- blend, read, spell, build, and write words with suffixes –y, -ly, -ful
- name final syllables in spoken words
- identify words with the same final syllable
- blend, build, and read words with final stable syllables –tion and –ture
- blend, write, build, and read words with prefixes re-, un-, over-, pre-, mis-
- spell words with prefixes re- and un-
- name the first and final sounds in words with silent consonants
- blend, build, and read words with silent consonants k(n), (g)n, w(r), (m)b
- review and sort words with prefixes re-, un-, over-, pre-, mis- and words with suffixes –y, -ly, and –ful
- review prefixes and silent consonants
- learn the sound/spellings for /aw/: au, aw, al, o, a
- substitute sounds in words to make new words
- blend, write, build, and read words with au, aw, al, o, a
- spell words with aw, al, o
- identify final syllables in words
- write and read words with suffixes –y, -ly, -ful
- identify topic, main idea, and details
- use details to infer a main idea
- infer the main idea using the supporting details
- make connections to a reading selection
- use characters' thoughts to identify their feelings and traits
- ask questions to identify character traits
- use details that support the main idea
- infer character traits
- draw conclusions about a text
- summarize to draw conclusions
- identify, visualize, and infer cause-effect relationships
- infer the sequence of events in a text
- monitor understanding of a text and clarify any confusing parts
- use text details and background knowledge to infer sequence of events
- practice reading fluently with natural pauses

- practice reading fluently, self-correcting so that the words make sense
- practice reading fluently, adjusting rate to purpose for reading
- practice reading fluently with expression
- practice reading fluently, using punctuation as clues for phrasing
- identify adjectives that tell how things look, how something tastes, feels, sounds or smells
- review subject pronouns
- identify when to use the special adjectives a, an, and the
- identify when adjectives end in –er and –est
- identify when to use adjectives a, an, the and when to use adjectives with –er and –est
- review subject-verb agreement
- use adjectives that compare
- identify when to use irregular verbs have, has, and had
- identify when to use irregular verbs do, does, and did
- review the forms of the verb be
- review irregular verbs have, has, had, and do, does, did
- identify when to use irregular verbs run/ran and come/came
- identify when to use irregular verbs see/saw, run/ran, come/came, and go/went
- review the use of commas with dates and place names
- identify when to use irregular verbs say/said, give/gave, take/took, and eat/ate
- review the use of commas in a list of nouns and a list of verbs
- identify the characteristics of a good problem/solution paragraph
- use exact words to give more information
- describe a solution clearly in a problem/solution paragraph
- describe a problem clearly in a problem/solution paragraph
- draft, revise, edit, and publish a problem/solution paragraph
- identify the characteristics of good compare and contrast paragraphs
- use a Venn diagram to plan compare and contrast paragraphs
- draft, revise, edit, and publish compare and contrast paragraphs
- identify the characteristics of a good informational paragraph
- use a flow chart to plan an informational paragraph
- draft a topic sentence, then revise, edit, and publish an informational paragraph
- identify the characteristics of a good research report
- use exact details to help readers picture the subject

- plan a research report
- draft, revise, edit, and publish a research report
- use headings
- organize ideas for a speech
- record information in notes
- explain a process
- record information in charts
- use visual supports on the computer or internet
- record information in graphs
- give a speech
- record information in diagrams
- present a report

Evidence of Learning

Summative Assessment:

- Unit Project-"From Seed to Plant"- Students will plant seeds and observe how they grow
- Writer's workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Formative Assessments:

- Participation/Observations
- Questioning

- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Modifications:

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
 - Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
 - Assistive technology
 - FM system
 - Reduce quantity of items required to show understanding
 - Allow student breaks
 - Debrief students

- Propose interest-based extension activities
- Scribe for students who can't write
- Follow all IEP modifications/504 plan

ELL:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia
 - teacher talk

Gifted:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

504

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Lesson Plans

Lesson	Time Frame
<p>Lesson 21 “Penguin Chick”; “Animal Poems”</p> <ul style="list-style-type: none"> • Target Skill – Main Idea and Details • Target Strategy – Infer/Predict • Vocabulary Strategy-Dictionary Entry • Fluency – Phrasing: Natural Pauses • Phonics-Base Words with er; Words with ir, ur • Research Skills-Use Headings • Grammar-What is an Adjective? • Spelling- Words with er • Writing-Write to Inform: Problem/Solution Paragraph 	<p style="text-align: center;">One Week</p>
<p>Lesson 22 “Gloria Who Might Be My Best Friend”; “How to Make a Kite”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy-Question • Vocabulary Strategies-Idioms • Fluency-Accuracy: Self-Correct • Phonics-Homophones; Base Words and endings –er, -est • Research Skills-Record Information in Notes • Grammar-Using Adjectives • Spelling- Homophones • Writing-Compare and Contrast Paragraphs 	<p style="text-align: center;">One Week</p>

<p>Lesson 23 “The Goat in the Rug”; “Basket Weaving”</p> <ul style="list-style-type: none"> • Target Skill-Conclusions • Target Strategy-Summarize • Vocabulary Strategies-Multiple Meaning Words • Fluency-Rate: Adjust Rate to Purpose • Phonics-Suffixes –y, -ly, -ful; Final Stable Syllables –tion, -ture • Research Skills-Record Information in Charts • Grammar-Irregular Verbs • Spelling- Suffixes –y, -ly, -ful • Writing-Write to Inform: Informational Paragraph 	<p>One Week</p>
<p>Lesson 24 “Half-Chicken”; “The Lion and the Mouse”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy- Visualize • Vocabulary Strategies-Antonyms • Fluency-Expression • Phonics-Prefixes re-, un-, over-, pre-, mis-; Silent Consonants • Research Skills-Record Information in Graphs • Grammar-Irregular Action Verbs • Spelling- Prefixes re-, un- • Writing-Research Report 	<p>One Week</p>
<p>Lesson 25 “How Groundhog’s Garden Grew”; “Super Soil”</p> <ul style="list-style-type: none"> • Target Skill-Sequence of Events • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Using Context 	<p>One Week</p>

- Fluency-Phrasing: Punctuation
- Phonics-Words with
au, aw, al, o, a
- Research Skills-Record Information in Diagrams
- Grammar-More Irregular Action Verbs
- Spelling- Words with aw, al, o
- Writing- Writing to Inform: Research Report

Additional Resources

Student Resources:

Leveled Readers:

- Penguins; Exploring Antarctica; McMurdo Station; Going to the South Pole; The Kite Contest; Every Kind of Wish; Sand Castle Contest; Elena's Wish; From Sheep to Sweater; Wool; Textiles from Around the World; How We Use Wool; Favorite Fables; Coyote and Rabbit; Groundhog's New Home; The Trick; The Giant Forest; Rabbit's Garden Troubles; Bee's Beautiful Garden; Rabbit's Garden

Vocabulary Readers:

- Antarctic Animals; Friendship Rules!; Weaving; Clever Animals; Grow a Bean Plant!

Journeys Student Book

Journeys Practice Book

Teachers Resources:

- *Journeys - Second Grade - Unit 2 Teacher's Edition*
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards

Unit Overview

Content Area:

English Language Arts

Unit Title:

Unit Six - What a Surprise!- *Journeys, Second Grade* - Houghton Mifflin Harcourt, 2012

Grade Level:

Second Grade

Unit Summary:

Second graders are introduced to key concepts related to comprehension, vocabulary, grammar and phonics, while they learn that a surprise can change your life.

Learning Targets

Common Core Standards:

Reading Literature

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.3 Describe how characters in a story respond to major events and challenges
 - 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.
 - 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - 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.
 - 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.
 - 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
 - 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
 - 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
 - 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.
 - 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 - 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text
 - 2.8 Describe how reasons support specific points the author makes in a text.
 - 2.9 Compare and contrast the most important points presented by two texts on the same topic.
 - 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

- 2.3b Know spelling-sound correspondences for additional common vowel teams.
- 2.3c Decode regularly spelled two-syllable words with long vowels.
- 2.3d Decode words with common prefixes and suffixes.
- 2.3f Recognize and read grade-appropriate irregularly spelled words.
- 2.4a Read grade-level text with purpose and understanding.
- 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing

- 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 concluding statement or section.
- 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).

Speaking and Listening

- 2.1a Follow agreed-upon rules 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).
- 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- 2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 2.1f 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).
- 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- 2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- 2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.4c Use a known root word as a clue to the meaning of an unknown word with the same root
- 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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).

INTERDISCIPLINARY CONNECTIONS

SCI.K-2.5.3.2.B.c SCI.K-2.5.3.2.B.3 SCI.K-2.5.3.2.C.2 SCI.K-2.5.3.2.D.2

Technology :

TECH.8.1.2.A.2 TECH.8.1.2.C.CS1

21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9

- CRP1. Act as a responsible and contributing citizen and employee
CRP2. Apply appropriate academic and technical skills
CRP3. Attend to personal health and financial well-being
CRP4. Communicate clearly and effectively with reason
RP5. Consider the environmental, social and economic impacts of decisions
CRP6. Demonstrate creativity and innovation
CRP7. Employ valid and reliable research strategies
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
CRP9. Model integrity, ethical leadership, and effective management

Unit Essential Questions:

- Why is it helpful to know the setting of the story?
- How do you know if something is a fact or an opinion?
- What can you learn from headings and captions?
- What clues help you understand a story character?
- How is life now the same as and different from life long ago?

Unit Enduring Understandings:

- A surprise can change your life

Unit Learning Targets:

Students will

- listen to fluent reading
 - listen for story structure
 - understand and use the Target Vocabulary words
 - use sensory language to describe
 - identify and understand multiple-meaning words
 - use word-learning strategies independently
 - listen to tell fact from opinion
 - use context to understand how synonyms are alike and different
 - listen to understand text and graphic features
 - classify and categorize science words
 - listen to understand characters

- use context clues to determine the meanings of antonyms
- listen in order to compare and contrast
- use dictionary entries to understand pronunciation and meaning of words
- learn the sound/spellings for oo, ew, ue, ou
- identify sounds in words
- blend, write, build, read, and spell words with oo, ew, ue, ou
- identify sounds in words
- identify syllables in spoken words
- blend, read, and sort words with prefixes re-, un-, over-, pre-, mis-, and suffixes -y, -ly, -ful
- learn the sound/spelling for /oo/
- match middle sounds in words
- blend, build, write, and read words with oo
- add sounds to words
- blend, write, and read singular and plural possessives
- review and sort words with /oo/ (oo, ew, ue, ou) and /oo/ (oo)
- learn the sound/spellings for ow, ou
- blend, write, spell, and read words with ow, ou
- write, read, and sort words with /aw/, /oo/, and /oo/
- identify how words are alike and different
- learn the sound/spellings for long vowels a and i
- blend, build, and read longer words with long vowels a and i
- write longer words with vowels /a/ and /i/
- spell words with ai, ay, igh, and y
- substitute vowel sounds in words
- blend, sort, and read words with oi, oy
- read and sort longer words with /a/ and /i/ and words with ow, ou
- learn the sound/spellings for the long o and e
- blend, build, write, and read longer words with long vowels o and e
- spell words with oa, ow, ee, and ea
- blend, build, and read words with the final stable -le
- review and sort longer words with long vowels o, e, a, and i
- identify setting, characters, and plot in the story
- use text clues to figure out story parts, what the author means, or what might happen next

- describe plot development
- make inferences about story details and story events
- predict and discuss alternative endings
- identify statements as fact or opinion
- ask questions about a text before, during, and after reading
- identify and distinguish facts and opinions in text
- identify text and graphic features and their purpose
- analyze and evaluate text and graphic features
- summarize character traits for understanding
- identify characters' feelings and traits based on their actions, words, and relationships
- use examples to support reasons
- summarize characters' actions, speech, and relationships to infer feelings and traits
- retell stories
- compare and contrast text details with personal experiences
- visualize text details to form pictures in the mind
- practice reading fluently by reading words easily and correctly
- practice reading fluently with appropriate intonation
- read fluently, changing the way your voice sounds as you read
- practice reading fluently, grouping words to create phrases and natural pauses
- read fluently with natural pauses
- practice reading fluently with expression
- read fluently with expression
- practice reading fluently, adjusting your rate to your purpose for reading
- identify and use contractions for verbs with not
- identify and use contractions with pronouns
- review identifying adjectives that tell how things look, feel, taste, sound, and smell
- write contractions correctly
- identify and use adverbs that tell how and when
- use adjectives to express ideas and descriptions more clearly
- review when to use adjectives a and an and when to use adjectives with –er and –est
- review how to identify and use adverbs
- identify how to form possessives with nouns that name one
- identify how to form possessives with nouns that name more than one

- review how to form possessives with nouns that name one and more than one
- review when to use irregular verbs
- write possessive nouns that name one and more than one
- learn how to identify and use possessive pronouns
- review how to identify and use possessive pronouns
- review identifying when to use irregular verbs
- identify prepositions in sentences
- identify prepositional phrases that tell where and when
- review how to use irregular verbs
- combine sentences that have prepositional phrases
- identify the characteristics of a good response poem
- write rhyming couplets
- draft, revise, edit, and publish a response poem
- identify the characteristics of a good opinion paragraph
- draft, revise, edit, and publish an opinion paragraph
- identify the characteristics of a good response paragraph
- use only important details to support an opinion
- draft, revise, edit and publish a response paragraph
- identify characteristics of a good response to literature
- plan a response to literature
- draft, revise, edit, and publish a response to literature
- summarize research findings
- review research topics
- use graphic features as a source of information
- understand presentation formats
- hold a literature discussion
- present visual displays of results
- present dramatization of results
- brainstorm problems and solutions

Evidence of Learning

Summative Assessment:

- Unit Project- “Will it Float?” Students will take part in an investigation to learn whether certain objects will float or sink in water
- Writer’s workshop/conferencing
- Pretest, test and daily work
- Final drafts
- Showcase portfolio
- Reading assessment/running records
- District benchmarks
- End-of-unit or chapter tests
- Oral presentation
- Reflective journal
- Summative Assessments
- Performance task

Formative Assessments:

- Participation/Observations
- Questioning
- Running records
- Anecdotal notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual whiteboards
- Pre-assessments
- Writing Workshop
- Conferencing
- Writing assignments
- Working portfolio
- Exit slips

Modifications:

Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Work with students individually
- Allow answers to be given orally or dictated
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
 - Use alternatives to print materials (large print books, Braille, or books on CD, digital text)
 - Assistive technology
 - FM system
 - Reduce quantity of items required to show understanding
 - Allow student breaks
 - Debrief students
 - Propose interest-based extension activities
 - Scribe for students who can't write
 - Follow all IEP modifications/504 plan

ELL:

- Introduce key vocabulary before lesson
- Teacher reads aloud daily (model)
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Increase comprehensible input via:
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia
 - teacher talk

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
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- Implement behavioral/academic contracts
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- Utilize logical consequences
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- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
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- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Gifted:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills

Lesson Plans

Lesson	Time Frame
Lesson 26 “The Mysterious Tadpole”; “From Eggs to Frogs” • Target Skill – Story Structure • Target Strategy – Infer/Predict • Vocabulary Strategy-Multiple Meaning Words • Fluency – Accuracy: Connected Text • Phonics-Base Words with oo, ew,ue, ou • Research Skills-Summarize Research Findings	One Week

<ul style="list-style-type: none"> • Grammar-Contractions • Spelling- Words with oo (ew, oo, ou) • Writing-Poem 	
<p>Lesson 27 “The Dog That Dug for Dinosaurs”; “La Brea Tar Pits</p> <ul style="list-style-type: none"> • Target Skill-Fact and Opinion • Target Strategy-Question • Vocabulary Strategies-Synonyms • Fluency-Intonation • Phonics-Words with oo (book); Possessive Nouns • Research Skills-Revise Research Topics • Grammar-What is an Adverb? • Spelling- Words with oo (book) • Writing-Write to Respond: Opinion Paragraph 	<p>One Week</p>
<p>Lesson 28 “Working in Space”; “Space Poems”</p> <ul style="list-style-type: none"> • Target Skill-Text and Graphic Features • Target Strategy-Analyze/Evaluate • Vocabulary Strategies-Classify/Categorize • Fluency-Phrasing: Natural Pauses • Phonics-Vowel Diphthongs ow, ou • Research Skills-Understand Presentation Formats • Grammar-Possessive Nouns • Spelling- Words with ow, ou • Writing-Write to Respond: Response 	<p>One Week</p>
<p>Lesson 29 “Two of Everything”; “Stone Soup”</p>	<p>One Week</p>

<ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy- Summarize • Vocabulary Strategies-Antonyms • Fluency-Expression • Phonics-Reading Longer Words with Long Vowels a and i; Vowel Diphthongs oi, oy • Research Skills-Present Visual Displays of Results • Grammar-Possessive Pronouns • Spelling- Words with ai, ay, igh, y • Writing-Response to Literature 	
<p>Lesson 30 “Now and Ben”; “A Model Citizen”</p> <ul style="list-style-type: none"> • Target Skill-Compare and Contrast • Target Strategy-Visualize • Vocabulary Strategies-Dictionary • Fluency-Rate: Adjust Rate to Purpose • Phonics-Reading Longer Words with Long Vowels o an e; Final Stable Syllable -le • Research Skills-Present Dramatization of Results • Grammar-What is a Preposition • Spelling- Words with oa, ow, ee, ea • Writing- Writing to Respond: Response to Literature 	<p>One Week</p>
Additional Resources	
Student Resources:	

Leveled Readers:

- Larry the Singing Chicken; Planet Zogo; Katy's Inventions; Jason and the Space Creature; The Mysterious Bone; Sue Hendrickson; Sir Hans Sloane; Sue Hendrickson: Fossil Hunter; Staying Healthy in Space; Trouble in Space; The Red Planet; Trouble on a Trip to the Moon; Brer Rabbit at the Well; Mouse and Crocodile; Wali Dad's Gifts; The Smart Mouse; Making a Newspaper; America's First Firefighters; From Trails to Highways; Firefighters in America

Vocabulary Readers:

- The Loch Ness Monster; Dinosaur Fossils; Ready For Liftoff; Take a Trip to China; Philadelphia, 1756

Journeys Student Book

Journeys Practice Book

Teachers Resources:

- *Journeys* - Second Grade - Unit 2 Teacher's Edition
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards