



Stafford Township School District

English Language Arts Curriculum Grade 2 Reading

Adopted: 08/17/2017

Updated: 01/9/2019, 01/06/2020, 09/12/2022 (revised 2020 NJSL Standards)

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Unit 1: Launching	Duration: 40 Days (September – October)
Standards	
<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	

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

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

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

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

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

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

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

Interdisciplinary Connections Social Studies Standards

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

Computer Science and Design Thinking Standards

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

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

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

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

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Readers choose just right books and push themselves to read more ● Establish routines, procedures, and expectations for reading time in 2nd grade ● Identify ways to read and talk about books with reading partners. 	<ul style="list-style-type: none"> ● Why is it important to ask questions before, during and after reading? ● How do readers make decisions based on habits, volume and stamina? ● What can partners talk about to grow ideas about their reading?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	Other Assessments
<p>This is a procedures unit.</p>	Formative Assessments

	<ul style="list-style-type: none"> ● Anecdotal Notes ● Student Observations ● Reading Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebook <p>Summative Assessments</p> <ul style="list-style-type: none"> ● DRA (Beginning/End of year) <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills

<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Use pictures and story details to describe the characters, settings, and story events. ● Understand the components and routines of the readers' workshop model. ● Make thoughtful book choices. ● Think and talk about books with each other to enhance their learning community. ● Stay focused on their reading throughout the reading workshop ● Have tools to figure out tricky words and demonstrate flexibility in their use of print strategies ● Use expression and read with fluency ● Help each other to build comprehension, fluency and monitoring <p>Fundations: Units 1,2,3,4</p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Recall important details and answer questions about the story ● Use details to describe characters, settings, and important story events ● Describe how the characters react to events and challenges from a variety of genres ● Identify illustrations and words in a story to help describe the characters, setting, or plot ● Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm ● Participate in conversations with peer and adult partners about grade 2 topics ● Ask and answer questions after listening to a speaker
<p>Literature</p> <p><i>Launching Reading</i> by Schoolwide Fundamentals, 2013 <i>Interrupting Chicken</i> by Stein <i>A Story for Bear</i> by Dennis Hasely <i>Miss Brooks Love Books(and I don't)</i> by Barbar Bottner <i>Hungry, Hungry Sharks!</i> by Joanna Cole <i>Splish Splash</i> by Joan Bransfield Graham <i>King of the Playground</i> by Phyllis Reynolds Naylor <i>Listen</i> by Lucinda L. <i>Chicka-Dee-Dee-Dee!</i> by Charnan Simon <i>"Frog Serenade" and "My Horse and I"</i> by Georgia Heard</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>

My Reading Life poster: Students will create and share a personal poster to recount experiences and to clarify, ideas, thoughts and feelings regarding their reading life.	Schoolwide Launching Unit page 57 Poster paper crayons/markers
Reading Interests: Students will read and comprehend fiction, nonfiction, and poetry. They create groups based on interest and design anchor charts describing each type of book and its purpose.	Schoolwide Launching Unit page 61 Papers labeled with fiction, nonfiction, poetry
KWL chart: Students will create a KWL chart as a class to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Schoolwide Launching Unit page 66 Chart paper
Poetry Immersion: Introduce students to poetry using you tube A Poem Is... show the video without the words and students brainstorm what they think. Show them the actual words.	Schoolwide Launching Unit page https://www.youtube.com/playlist?list=PL2m1vjiMH_hNQiUiEObsMno6dY2p-CYI
Readers Take Note! Students will take notes referring to class created anchor chart to focus on a topic and strengthen writing.	Schoolwide Launching Unit page 80 Chart paper Say Something Notes http://www.educationworld.com/a_lesson/lesson/lesson322.shtml
Websites	
Animated books online	www.tumblebooks.com
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	www.readworks.com
Books read aloud	www.storylineonline.net
Schoolwide online book library	www.zing.com
Welcome to Wonderopolis®, a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages.	www.wonderopolis.com

Accommodations & Modifications

English Language Learners

- Allow students to complete in school
- Extra time
- Students work with partner
- Visual aids
- Anchor charts
- Pre-teach vocabulary
- Summarize as you go
- Graphic organizers
- Highlight key words
- Use sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Gifted and Talented

- Higher level books
- Create poster on computer as a slide show
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Economically Disadvantaged

- Smaller paper
- Shortened assignment
- Teacher modeling

- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Students with IEP's

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

- Take a test at a specific time of day
- 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
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates
- Be excused from particular projects

Students with 504 plans

- Provide differentiated instruction as needed
- Follow all 504 modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
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- Use a calculator or table of "math facts"
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- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting

Students at Risk for Failure

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs

Unit 2: Fiction	Duration: 50 days (November – January)
Standards	
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	

**Interdisciplinary Connections
Visual and Performing Arts Standards**

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

Social Studies Standards

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

Computer Science and Design Thinking Standards

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

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Career Readiness, Life Literacies, and Key Skills

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

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

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Readers will use story elements to understand a story. ● Readers will use a variety of comprehension strategies to understand a story. ● Readers will use beginning, middle and end to help them understand the story. 	<ul style="list-style-type: none"> ● How can the story elements lead to better understanding the story? ● How can I use comprehension strategies to help me understand what I am reading? ● How can beginning, middle and end help me to understand the story plot?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Wax museum story model: Students create a wax museum model of a fiction story of their choosing. Culminating activity will include visitors to the museum and students presenting and/or displaying their work.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student Observations ● Reading Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader’s Notebook <p>Summative Assessments</p> <ul style="list-style-type: none"> ● DRA (Beginning/ End of year) ● Unit Summative Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS

	<p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessment
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and understand who the characters are in a story. ● Identify and understand where and when the setting is in a fictional story. ● Understand and describe major events in their stories, using key details. ● Think and talk about characters, setting, problem, and major events. ● Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Recall important details and answer questions about the story ● Use details to describe characters, settings, and important story events ● Describe how the characters react to events and challenges from a variety of genres ● Identify illustrations and words in a story to help describe the characters, setting, or plot ● Compare and contrast two or more versions of the same story by different authors and cultures ● Retell stories to others, including fables and folktales from cultures other than my own

<ul style="list-style-type: none"> ● Retell to check for understanding and contribute to conversation. ● Use strategies to comprehend and monitor what they read. ● Monitor comprehension to make sure they understand what they read. <p>Fundations: Units 5,6,7,8</p>	<ul style="list-style-type: none"> ● Determine the central message, lesson, or moral of a story, fable, or folktale ● Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
<p>Literature</p> <p><i>Clara and the Bookwagon</i> by Nancy Smiler <i>Could You? Would You?</i> By Trudy White <i>My Dad's a Birdman</i> by David Almond</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Favorite book covers: Students will create book covers answering questions such as; who, what, where, when, why and how to demonstrate understanding key details in a text. Covers can be displayed throughout the room.</p>	<p>Computers Writing utensils Art supplies Various paper types</p>
<p>Compare and Contrast different versions of the same story (Little Red Riding Hood, The Three Little Pigs, Cinderella, etc.): Students will work in groups to act out each version of the story. Have a narrator exaggerate time with temporal words. Students will use creative movement skills to interact with others as they practice storytelling.</p>	<p>Various versions of the same stories. Venn diagram</p>
<p>Use adapted movies to show how directors turn books into a movie in their mind.</p>	<p>BFG, Ramona series,</p>
<p>Know your character! Students will dress up as your favorite story character and describe how your character responds to major events and challenges using key details from the story. Students will act out a scene from a setting of their choice and portray the character in the given portion of the plot, theme, and story sequence based on the characters choices.</p>	<p>Various books for story characters, supplies for students to use as costumes, materials to create a setting to reenact the plot</p>
<p>Create a Comic Strip: Students will create a comic strip using information gained from the illustrations and words in a print or</p>	<p>Schoolwide Fiction Unit page 81 Various materials to create comic strips</p>

digital text to demonstrate understanding of its characters, setting, or plot. Use a comic strip to illustrate; problem, solution, character change and resolution.	
To the Point! Students will create pencil charts describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. Also showing title and author as eraser, details as the body of the pencil, the main idea as the point of the pencil.	Pencil chart
Websites:	
Animated books online	www.tumblebooks.com
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	www.readworks.com
Books read aloud	www.storylineonline.net
Schoolwide online book library	www.zing.com
Welcome to Wonderopolis®, a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages.	www.wonderopolis.com
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> ● Allow students to complete in school ● Extra time ● Students work with partner ● Visual aids ● Anchor charts ● Pre-teach vocabulary ● Summarize as you go ● Graphic organizers 	

- Highlight key words
- Use sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Gifted and Talented

- Higher level books
- Create poster on computer as a slide show
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Economically Disadvantaged

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- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Students with IEP's

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day
- 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
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates

- Be excused from particular projects

Students with 504 plans

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- Follow all 504 modifications
- Listen to audio recordings instead of reading text
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- Work with fewer items per page or line and/or materials in a larger print size
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- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Unit 3: Nonfiction	Duration: 55 days (February – April)
Standards	
<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
Interdisciplinary Connections Social Studies Standards	

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

Computer Science and Design Thinking Standards

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

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

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

Essential Understandings	Essential Questions
<p>Readers will acquire new information, classify and learn new facts through information text. Non-fiction texts help me to better understand the world around me.</p>	<p>How do readers acquire and understand new facts through reading informational text? How do non-fiction text features help us to find, understand and apply information?</p>

Readers will use non-fiction text features to locate and understand key facts and information.	How do readers construct meaning from nonfiction texts?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Create your own/Design your own: Students work in groups to design their own (party, field day, TV show, Zoo, etc.) Unit culminates with presentation or activity.</p>	<p>Formative</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student Observations ● Reading Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebook <p>Summative</p> <ul style="list-style-type: none"> ● DRA (Beginning/End of year) ● Unit Summative Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters

	<ul style="list-style-type: none"> ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Use details in an informational text to help me explain the key ideas. ● Think and learn new things when they read nonfiction. ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text ● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. ● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. ● Understand text features and how they help me as a reader <p>Fundations: Units 9, 10,11, 12</p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Use illustrations and details in an informational text to explain key ideas ● Use reading strategies to help read and comprehend informational text ● Study and explain how the pictures in a text are helpful in learning more about a topic ● 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 ● Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies ● Identify the main purpose of a text, including what the author wants to answer, explain, or describe
Literature	
<p><i>Who Was Louis Armstrong?</i> By Yona McDonough <i>Singing for Dr. King</i> by Angela Medearis</p>	

Instructional Plan	
Suggested Activities	Resources
Nonfiction Scavenger Hunt: Students will use nonfiction text to complete a scavenger hunt locating various text features and presenting to the class information they learned.	Nonfiction books Maps Writing utensils
Organization Detective: Students will work in small groups and research a topic. They organize the information in categories of who, what, where, when, why, and how and create a slideshow presentation.	Anchor chart for Who What Where When Why How
Retweeting: Students will find words in nonfiction texts that they do not know. They create a twitter poster display board and tweet the words. Students make tallies on the board when they find the word in a book they are reading.	Teacher modeling Anchor chart Materials for making Twitter bulletin board.
Cause and Effect Matching Game: Students will match cause to effect in groups.	Cause and effect cards
Websites:	
Animated books online	www.tumblebooks.com
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	www.readworks.com
Books read aloud	www.storylineonline.net
Schoolwide online book library	www.zing.com
Welcome to Wonderopolis®, a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages.	www.wonderopolis.com
Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● Allow students to complete in school 	

- Extra time
- Students work with partner
- Visual aids
- Anchor charts
- Pre-teach vocabulary
- Summarize as you go
- Graphic organizers
- Highlight key words
- Use sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Gifted and Talented

- Higher level books
- Create poster on computer as a slide show
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Economically Disadvantaged

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas

- Teacher prompts

Students with IEP's

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day
- 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
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates
- Be excused from particular projects

Students with 504 plans

- Provide differentiated instruction as needed
- Follow all 504 modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
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- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments

- Check in's during group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Unit 4: Earth Systems	Duration: 35 Days (May- June)
Standards	
<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i></p>	

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

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

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

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic

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

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

SL.2.2. 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.

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

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

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

**Interdisciplinary Connections
Next Generation Science Standards**

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Social Studies Standards

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

Computer Science and Design Thinking Standards

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

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This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

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

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

Essential Understandings

Essential Questions

<p>Readers will use questioning techniques to help understand content. Readers will analyze and evaluate information in text to summarize key concepts. Readers will find evidence in the text to support thinking in both conversation and writing.</p>	<p>How can I use questioning techniques to help me understand content? How can I analyze and evaluate information in text to summarize key concepts? How can I find evidence in the text to support my thinking in both conversation and writing?</p>
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	Other Assessments
<p>Call to Action Project: Students create and present a call to action project on a topic they find interesting and are passionate about. Students will create and present using any method/means. The unit ends with a classroom presentation inviting parents and/or other classes to listen to student's present.</p>	<p>Formative</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student Observations ● Reading Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebook <p>Summative</p> <ul style="list-style-type: none"> ● DRA (Beginning/End of year) ● Unit Summative Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals

	<ul style="list-style-type: none"> ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content:	Skills: Students will be able to ...
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text. ● Ask and answer questions about words they do not know ● Identify the reasons an author gives to support points in a text. ● Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>Fundations: Units 13, 14, 15, 16, 17</p>	<ul style="list-style-type: none"> ● Understand how questions guide scientific study ● Skim and scan a text's Table of Contents to activate their schema and wonderings about the topic ● Use text features to understand vocabulary ● Use strategies to seek answers to questions in the text ● Identify and notate main idea ● Use illustrations and details in an informational text to explain key ideas ● Use reading strategies to help read and comprehend informational text ● Study and explain how the pictures in a text are helpful in learning more about a topic ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

Literature	
<p><i>Gopher to the Rescue</i> by Jennings <i>Weathering and Erosions</i> by Maloof <i>What Shapes the Land?</i> By Kalman</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Understanding Science’s Specialized Vocabulary: Students will complete “My Vocabulary” to determine or clarify the meaning of unknown science words based on reading and content from an array of strategies.</p>	<p>Schoolwide Earth’s Systems page 52 My Vocabulary charts https://www.whatihavelearnedteaching.com/processes-that-shape-earth-earths/</p>
<p>Processes that Shape the Earth Game: Students will play a game in teams or small groups identifying processes that change the earth quickly or slowly.</p>	<p>Game cards https://www.whatihavelearnedteaching.com/processes-that-shape-earth-earths/</p>
<p>Impact of Erosion pictures: In groups, students will look at erosion pictures and participate in collaborative conversations with diverse partners about grade 2 topics and texts.</p>	<p>Erosion pictures</p>
<p>Volcanoes: Students will explain how specific illustrations and images (e.g. a diagram showing how something works) by creating volcanoes using salt dough. They label the parts of the volcano.</p>	<p>Salt dough</p>
<p>Water Erosion: Students will create landforms using skittles. They use water showing how it affects landforms over time.</p>	<p>Water Skittles</p>
<p>Nonfiction Books: Students will write their own nonfiction stories. Students will research topics of their choice and write their own nonfiction books.</p>	<p>Writing materials Computer access</p>
Websites:	
<p>Trusted learning resource supporting core and supplemental subjects.</p>	<p>www.brainpopjr.com</p>
<p>Animated books online</p>	<p>www.tumblebooks.com</p>
<p>ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.</p>	<p>www.readworks.com</p>
<p>Books read aloud</p>	<p>www.storylineonline.net</p>

Schoolwide online book library	www.zing.com
Welcome to Wonderopolis®, a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages.	www.wonderopolis.com
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> ● Allow students to complete in school ● Extra time ● Students work with partner ● Visual aids ● Anchor charts ● Pre-teach vocabulary ● Summarize as you go ● Graphic organizers ● Highlight key words ● Use sentence starters ● Prompting and cueing ● Activate schema ● Build background knowledge 	
Gifted and Talented <ul style="list-style-type: none"> ● Higher level books ● Create poster on computer as a slide show ● Provide multisyllabic words during Foundations lessons ● Students design questions ● Choice board to extend learning ● Expand reading bookshelf 'variety of genre' 	
Basic Skills <ul style="list-style-type: none"> ● Smaller paper ● Shortened assignment ● Teacher modeling ● Pre-printed layout to be filled in ● Work with partner ● Shortened version of a story ● Provide students with character lists and ideas 	

- Teacher prompts

Economically Disadvantaged

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Students with IEP's

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day
- 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
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates
- Be excused from particular projects

Students with 504 plans

- Provide differentiated instruction as needed
- Follow all 504 modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, 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
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- Use a calculator or table of “math facts”
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting

Students at Risk of School Failure

- Provide Peer Tutoring
- Use A Strong Student As A “buddy”
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Create A Nurturing Environment
- Provide Visuals
- Be Flexible With Assignments And Time Frames
- Provided Needed Academic Resource