



# Stafford Township School District

## English Language Arts Curriculum Grade 2 Writing

Adopted: 08/17/2017,  
Updated: 01/06/2020, 09/12/2022 (revised 2020 NJSL Interdisciplinary 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.

<b>Unit 1: Launching How Writer’s Work</b>	<b>Duration:</b> 40 days (September - October)
<b>Standards</b>	
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<b>Interdisciplinary Connections Social Studies Standards</b>	
<p>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).</p>	
<b>Computer Science &amp; Design Thinking Standards</b>	
<p>9.4.2.TL.2: Create a document using a word processing application.</p>	

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 (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**

- Writers have rituals that allow them to compose stories effectively.
- Writers find motivation and inspiration for writing in the special people, places and events in their daily lives.
- Writers get their writing ready for an audience by editing their work.

**Essential Questions**

- How do writers establish routines to gather stories and write effectively?
- How do writers find motivation and inspiration for writing in the special people, places and events in their daily lives.
- How do writers edit their work?

**Evidence of Student Learning**

<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>This is a procedure unit.</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Student Observations</li> <li>● Writing Conferences</li> <li>● Writer’s Notebook</li> <li>● Foundations</li> <li>● Grammar</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● District Writing Prompts</li> <li>● Published pieces</li> <li>● Writing Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Foundations Assessments</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> </ul>

	<ul style="list-style-type: none"> <li>• Foundations Based Spelling Assessments and Classwork</li> <li>• Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Generate ideas for writing through talking, sharing, and drawing.</li> <li>• Use a basic writing process to develop writing.</li> <li>• Use various sentence structures to convey ideas.</li> <li>• Mimic an author's voice and patterns.</li> <li>• Increase fluency to improve writing.</li> <li>• Revisit writings to add detail.</li> <li>• Use a checklist to improve writing with teacher support.</li> <li>• Use computer writing applications during some parts of the writing process.</li> </ul> <p><i>Grammar Lessons:</i></p> <p>Text Layout: lessons 1-3</p> <p>Capitalization lessons 1-2</p> <p>Punctuation lessons 1-5</p> <p>Parts of Speech lessons 1-9</p> <p>Sentence Structure lessons 1-4</p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify roles and responsibilities during writer's workshop</li> <li>• Use notebooks to record memories, experiences, and ideas for writing</li> <li>• Use imagination to turn simple moments into entertaining stories</li> <li>• To find motivation and inspiration for writing about special people, events, and places in their lives</li> <li>• To use their five senses to help generate ideas for their writing</li> <li>• To recall important memories and details to generate ideas for writing</li> <li>• To focus on people and places in their lives as an inspiration for their writing</li> <li>• To read through their writer's notebook to help choose an idea for their writing piece</li> <li>• To gather more information and details to help develop their ideas</li> <li>• To map out the beginning, middle, and end of their stories</li> <li>• To add relevant details to help support the main idea</li> <li>• To use an editing checklist both independently and with a partner to help check their work</li> <li>• Create dedication page, title, title pages, and about the author page</li> </ul>
<b>Literature</b>	
<p><i>Arthur's Pen Pal</i> by Hoban  <i>Fox All Week</i> by Marshall</p>	

<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Create and personalize their writer's notebook:</b> Students will create and share a personal writer's notebook using multimedia: add drawings or other visual displays to recount experiences.	Notebook, folder, or binder, pictures, drawing supplies
<b>Second Grade Memoir:</b> Students will share a second-grade memory at the conclusion of each month to create a published Memory book at the end of the year.	Various monthly stationary,
<b>Summer Memory:</b> Students will write a narrative about a special time or event from their summer vacation in which they recount a well-elaborated event or short sequence of events. The narrative will include details to describe actions, thoughts, and feelings, use temporal words to signal event order.	Writing paper
<b>All About Me Bag:</b> Students will choose five objects to describe themselves.	Bag, objects
<b>Writing Life Interview:</b> Students will interview each other using survey questions.	How Writer's Work page 30
<b>Websites:</b>	
Fun and Safe Search for Kids, by Kids.	<a href="http://www.kidrex.org">www.kidrex.org</a>
Kahoot! Is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!	<a href="http://www.kahoot.com">www.kahoot.com</a>
Trusted learning resource supporting core and supplemental subjects.	<a href="http://www.brainpopjr.com">www.brainpopjr.com</a>
Flocabulary is a library of songs, videos and activities for K-12 online learning.	<a href="http://www.flocabulary.com">www.flocabulary.com</a>

<p>ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.</p>	<p><a href="http://www.readworks.com">www.readworks.com</a></p>
<p><b>Accommodations &amp; Modifications</b></p>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>	
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>	
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> <li>● Teacher prompts</li> </ul>	
<p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> </ul>	

- 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 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

#### **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

<b>Unit 2: Folktales, Fables, &amp; Fairytales</b>	<b>Duration:</b> 51 days (November – January)
<b>Standards</b>	
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>	
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p>	
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">A. Capitalize holidays, product names, and geographic names.</p> <p style="padding-left: 40px;">D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	
<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p><b>Interdisciplinary Connections</b> <b>Visual and Performing Arts Standards</b></p>	
<p>1.3.2. C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.</p>	
<p><b>Social Studies Standards</b></p>	
<p>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).</p>	

### **Computer Science & Design Thinking Standards**

9.4.2.TL.2: Create a document using a word processing application.

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**

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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

<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"><li>● Writers adapt and change original stories for a variety of purposes.</li><li>● Writers will develop strong story elements.</li></ul>	<ul style="list-style-type: none"><li>● Why do writers change and adapt stories and tales from the past?</li><li>● How will writers develop story elements?</li></ul>

<ul style="list-style-type: none"> <li>Writers will change familiar tales to provide a different message.</li> </ul>	<ul style="list-style-type: none"> <li>How can the writer change a familiar tale to provide a different message?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p><b>Fairy Tale/Folk Tale/Fable Land Map:</b> Students can work in groups or pairs and create a map with descriptions of a fiction land. Students can create their own land or create a map for a land in a story they've read. The activity will culminate with a show/presentation to other classes etc.</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal Notes</li> <li>Student Observations</li> <li>Writing Conferences</li> <li>Writer's Notebook</li> <li>Foundations</li> <li>Grammar</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>District Writing Prompts</li> <li>Published pieces</li> <li>Writing Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>Writing Prompts</li> <li>Foundations Assessments</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Modified Rubrics</li> <li>Student Friendly Rubrics</li> <li>Modified Graphic Organizers</li> <li>Untimed Writing Prompts</li> <li>Student Friendly Writer's Notebook Rubric</li> <li>Student Friendly Conversation Rubric with Sentence Starters</li> </ul>

	<ul style="list-style-type: none"> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content:</b>	<b>Skills:</b> Students will be able to ...
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Produce finished writings to share with class and/or for publication.</li> <li>● Produce stories from personal experiences.</li> <li>● Show and talk about own writing for classroom audience.</li> <li>● Offer personal opinions in discussion and retell</li> <li>● Respond to ideas and questions posed by others</li> <li>● Retell a story to check for understanding.</li> <li>● Recite poems, fairy tales, and stories</li> <li>● Understand the five narrative elements and use them effectively in a written piece</li> </ul> <p><i>Grammar Lessons:</i> Text Layout: lessons 1-3</p> <p>Capitalization lessons 1-2</p> <p>Punctuation lessons 1-5</p> <p>Parts of Speech lessons 1-9</p>	<ul style="list-style-type: none"> <li>● Compare and Contrast traditional tales</li> <li>● Define the features of fables</li> <li>● To show how tales can teach us a lesson and qualities of fables</li> <li>● Create fractured fairy tales</li> <li>● Identify the importance of heroes</li> <li>● To draw and brainstorm ideas for animal characters with human qualities and personality traits</li> <li>● To compare and contrast different versions of familiar tales</li> <li>● To identify common elements of tales that they can model their writing after</li> <li>● Create heroes and villains</li> <li>● Identify problems and solutions that heroes and heroines can encounter</li> <li>● Choose an idea to turn into a published tale</li> <li>● Collect ideas for setting to include in their own tale</li> <li>● Begin drafting their tale</li> <li>● Create the middle of their tale</li> <li>● Create the end of their tale</li> <li>● Add descriptive language to their tale to enhance their writing</li> </ul>

Sentence Structure lessons 1-4	<ul style="list-style-type: none"> <li>● Decide what illustrations to use for their tale</li> <li>● Editing for capitalization and spelling of high frequency words</li> <li>● Publish their piece</li> </ul>
Literature	
<i>The Tortoise and the Hare</i> by Jerry Pinkley <i>The Mitten</i> by Jan Brett	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Design a 3-dimensional Fairy Tale character:</b> Students will use multimedia to clarify ideas, thoughts, and feelings of characters	Various art materials
<b>Fairy Tale Comparison:</b> Students will compare and contrast the most important points of two versions of the same Fairy Tale.	Venn Diagram
<b>STEM Challenge:</b> Students will use various materials to create houses for the three little pigs.	Students can choose their own materials for the challenge
<b>Wanted Poster:</b> Students will choose a villain from a fairy tale and create a wanted poster describing key ideas or details from the text.	Construction paper, copies of Fairy Tales, appendix page 60
<b>Hero or Villain Writing:</b> Students will choose a fairy tale character to describe the points of view of the character, including speaking in a different voice for the character while presenting to the class.	Writing paper, various fairy tales
<b>Our Story Is Coming to Life:</b> As part of the planning and brainstorming processes, students will pretend to be the main character if their story to help further develop the details in a scene in their story. Students will use elements of their plot, story sequence, and character choices to enhance the character in their story.	Acting/play props, student planning notes
<b>Websites:</b>	
Fun and Safe Search for Kids, by Kids.	<a href="http://www.kidrex.org">www.kidrex.org</a>

Kahoot! Is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!	<a href="http://www.kahoot.com">www.kahoot.com</a>
Trusted learning resource supporting core and supplemental subjects.	<a href="http://www.brainpopjr.com">www.brainpopjr.com</a>
Flocabulary is a library of songs, videos and activities for K-12 online learning.	<a href="http://www.flocabulary.com">www.flocabulary.com</a>
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	<a href="http://www.readworks.com">www.readworks.com</a>
Get age-appropriate current news for your classroom	<a href="http://www.scholasticnews.com">www.scholasticnews.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>	
<b>Basic Skills</b>	
<ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> </ul>	

- 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
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- 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
- 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

**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

<b>Unit 3: Gail Gibbons Author Study</b>	<b>Duration:</b> 55 days (February – April)
<b>Standards</b>	
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<b>Interdisciplinary Connections</b>	
<b>Computer Science &amp; Design Thinking Standards</b>	
9.4.2.TL.2: Create a document using a word processing application.	
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g, SL.2.5.).	
<b>Social Studies Standards</b>	
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).	
<b>Career Readiness, Life Literacies and Key Skills</b>	
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)

<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Writers choose non-fiction topics and organize their writing to teach their reader about their topic.</li> <li>● Writers use features to organize their text.</li> <li>● Writers use illustrations to teach the reader about their topic.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers choose topics and organize their writing to teach their readers about their topic?</li> <li>● What features of nonfiction writing do writers use to organize their text?</li> <li>● How do writers use illustrations to teach the reader about their topic?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<i>Students plan and complete one of the following activities;</i>	<b>Formative</b> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> </ul>

<p><b>Hand to Heart: Improving Communities:</b> Students write letters of thanks to firefighters, send care packages to soldiers, write to newspapers or politicians, plant a garden, and make bookmarks to donate.</p> <p><b>Hand to Paw: Protecting Animals:</b> Students make homemade dog biscuits for a dog shelter, write letters on endangered species, collect pet food for a shelter, and put on a pet show and donating earnings to a pet shelter.</p> <p><b>Hand to Earth: Saving the Environment:</b> Students cut down on water while brushing teeth, reuse plastic cups, unplug appliances, recycle, and create crafts from recyclables. Students can research and measure their carbon footprint.</p>	<ul style="list-style-type: none"> <li>● Student Observations</li> <li>● Writing Conferences</li> <li>● Writer's Notebook</li> <li>● Foundations</li> <li>● Grammar</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● District Writing Prompts</li> <li>● Published pieces</li> <li>● Writing Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Foundations Assessments</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer's Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<p><b>Knowledge and Skills</b></p>	

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Create written texts for others to read.</li> <li>● Define words by category and one or more attribute.</li> <li>● name and focus on the topic</li> <li>● supply some facts about the topic</li> <li>● add details to strengthen writing</li> <li>● provide closure</li> <li>● respond to questions and suggestions from peers</li> <li>● use digital tools to produce and publish writing</li> <li>● recall information from experiences or gather information from provided sources to answer a question</li> <li>● use appropriate nouns, verbs, adjectives and prepositions</li> </ul> <p><i>Grammar Lessons:</i></p> <p>Text Layout: lessons 1-3</p> <p>Capitalization lessons 1-2</p> <p>Punctuation lessons 1-5</p> <p>Parts of Speech lessons 1-9</p> <p>Sentence Structure lessons 1-4</p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Discuss key details and informative writing techniques that Gail Gibbons uses</li> <li>● Identify key details in the text that show topics Gail Gibbons is passionate about</li> <li>● Learn about primary and secondary resources</li> <li>● How nonfiction text features help readers understand</li> <li>● Identify the language and craft Gail Gibbons uses to make her writing more interesting</li> <li>● To write about topics they are curious about</li> <li>● To think about topics they enjoy and could teach others about</li> <li>● Choose a meaningful topic that they would like to write about</li> <li>● Learn about Gail Gibbons research strategies</li> <li>● Begin researching using books and digital resources</li> <li>● Use observational drawings to help enhance their writing</li> <li>● Read through notebooks and gather information</li> <li>● Begin drafting their writing</li> <li>● Add illustrations</li> <li>● Add text features</li> <li>● Write an engaging introduction</li> <li>● Revise their writing to help make their text more user friendly</li> <li>● Edit for punctuation, spelling, grammar, and capitalization</li> <li>● Compose acknowledgement and dedication pages</li> </ul>
<b>Literature</b>	
<i>How a House is Built</i> by Gail Gibbons	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>

<b>Showcase of Nonfiction Topics:</b> Students will design choose a way to present and share information on their nonfiction topic (diorama, poster, diagrams, models)	Nonfiction student books, various research materials
<b>Class How to Book:</b> Students will choose something they know how to do and write directions to be compiled into a class book.	Paper, how to books on display
<b>About the Author:</b> Students will write a paragraph about what they learned about Gail Gibbons.	Interview of Gail Gibbons, Gail Gibbons website
<b>Nonfiction Treasure Hunt:</b> Students will create maps mapping out nonfiction features. Students find nonfiction features using a map.	Nonfiction books Maps Writing utensils
<b>Type of List of Nonfiction Text Features:</b> Students will type a list of nonfiction text features and explain how they help them as a reader.	Chrome Books, anchor chart of text features, Flocabulary,
<b>Websites:</b>	
Fun and Safe Search for Kids, by Kids.	<a href="http://www.kidrex.org">www.kidrex.org</a>
Kahoot! Is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!	<a href="http://www.kahoot.com">www.kahoot.com</a>
Trusted learning resource supporting core and supplemental subjects.	<a href="http://www.brainpopjr.com">www.brainpopjr.com</a>
Flocabulary is a library of songs, videos and activities for K-12 online learning.	<a href="http://www.flocabulary.com">www.flocabulary.com</a>
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	<a href="http://www.readworks.com">www.readworks.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> </ul>	

<ul style="list-style-type: none"> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> <li>● Teacher prompts</li> </ul>
<p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> <li>● Teacher prompts</li> </ul>
<p><b>Students with IEP's</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications</li> <li>● Listen to audio recordings instead of reading text</li> <li>● Learn content from audio books, movies, videos and digital media instead of reading print versions</li> <li>● Work with fewer items per page or line and/or materials in a larger print size</li> <li>● Have a designated reader</li> <li>● Hear instructions orally</li> <li>● Record a lesson, instead of taking notes</li> </ul>

- 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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**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

<b>Unit 4: Letter Writing</b>	<b>Duration:</b> 37 days (May – June)
<b>Standards</b>	
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**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 & Design Thinking Standards**

9.4.2.TL.2: Create a document using a word processing application.

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>

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**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)	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Writers use several reasons and examples to support an opinion.</li> <li>• Writers include more consistent elaboration and structure to support an opinion.</li> <li>• Writers use writing to help persuade their audience.</li> </ul>	<ul style="list-style-type: none"> <li>• How do writers use reasons and examples to support opinions?</li> <li>• How do writers use elaborations and structure to support an opinion?</li> <li>• How do writers use writing to persuade an audience?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Students tell the story of a scientific cycle by recreating the adventure of its “main character” through a comic, eBook, or video. Allow students to form teams around a cycle they are most interested in. Have the teams begin completing research and cycle organizers to demonstrate their understanding of important stages in the cycle. You can use 4- and 5-stage cycle graphic organizers to help students record and organize their information and observations. After students have gathered the information, they need to transform it into a narrative story. To make the cycle really come alive, have students tell the story from the 1st person perspective of its “main character” to share the process.</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Student Observations</li> <li>• Writing Conferences</li> <li>• Writer’s Notebook</li> <li>• Grammar</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• District Writing Prompts</li> <li>• Published pieces</li> <li>• Foundations Assessments</li> <li>• Writing Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Foundations Assessments</li> </ul> <p><b>Alternative</b></p>

	<ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Identify real life connections between words</li> <li>● Distinguish shades of meaning among verbs and adjectives by defining them or acting them out.</li> <li>● Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.</li> <li>● write a story that tells two or more appropriately sequenced events</li> <li>● include descriptive details about what happened</li> <li>● use words to signal event order</li> <li>● how to focus on a topic and provide a closure</li> <li>● use digital tools to produce and publish writing</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Purpose for writing letters and persuasive letters</li> <li>● Identify the purpose for informal letters</li> <li>● Compare and Contrast formal and informal letters</li> <li>● Identify how letters can create a timeline for events in a person’s life</li> <li>● Identify people in their lives who they may want to write to</li> <li>● List their favorite authors and include ideas for questions and answers</li> <li>● Generate ideas for their letters</li> <li>● Write an opinion letter giving reasons to support their opinion</li> <li>● Learn about the purpose and audience for the letter</li> </ul>

<ul style="list-style-type: none"> <li>● use appropriate nouns, verbs, adjectives and prepositions</li> </ul> <p><i>Grammar Lessons:</i></p> <p>Text Layout: lessons 1-3</p> <p>Capitalization lessons 1-2</p> <p>Punctuation lessons 1-5</p> <p>Parts of Speech lessons 1-9</p> <p>Sentence Structure lessons 1-4</p> <p>Culminating lesson 1</p>	<ul style="list-style-type: none"> <li>● Identify the details and reasons they will include in their letters</li> <li>● Draft introductions</li> <li>● Develop the body of their letter</li> <li>● Write a conclusion</li> <li>● Add descriptive details</li> <li>● Use transition words to connect opinions</li> <li>● Add a postscript</li> <li>● Edit their letters for formatting and punctuation</li> <li>● Publish their letter</li> </ul>
<p><b>Literature</b></p> <p><i>Click, Clack, Moo, Cows That Type</i> by Doreen Cronin  <i>I Wanna Iguana</i> by Karen Kaufman Orloff</p>	
<p><b>Instructional Plan</b></p>	
<p><b>Suggested Activities</b></p>	<p><b>Resources</b></p>
<p>Learning the parts of a friendly letter</p>	<p>Flocabulary song</p>
<p>Write pen pal letters to students in another class using a word processing program.</p>	<p>Letter books</p>
<p>Write a letter to a fictional character demonstrating command of the conventions of the standard English, capitalization, punctuation, and spelling when writing.</p>	<p>Letter books</p>
<p>Write a persuasive letter to the teacher stating an opinion, supplying reasons that support the opinion, use linking words to connect opinion and reasons, and provide a conclusion.</p>	<p>Letter books</p>
<p>Write a formal letter to a business, thanking them for their service to the town.</p>	<p>Names of local businesses</p>
<p><b>Websites:</b></p>	
<p>Fun and Safe Search for Kids, by Kids.</p>	<p><a href="http://www.kidrex.org">www.kidrex.org</a></p>

Kahoot! Is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!	<a href="http://www.kahoot.com">www.kahoot.com</a>
Trusted learning resource supporting core and supplemental subjects.	<a href="http://www.brainpopjr.com">www.brainpopjr.com</a>
Flocabulary is a library of songs, videos and activities for K-12 online learning.	<a href="http://www.flocabulary.com">www.flocabulary.com</a>
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	<a href="http://www.readworks.com">www.readworks.com</a>
Get age-appropriate current news for your classroom	<a href="http://www.scholasticnews.com">www.scholasticnews.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>	
<b>Basic Skills</b>	
<ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> </ul>	

- 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
- 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

**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”
- choral reading
- chants, songs