

BUTLER SCHOOL DISTRICT

Grade 2 English Language Arts Curriculum

Authored by:
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Adapted from:
New Jersey Student Learning Standards
New Jersey Department of Education Instructional Units for English Language Arts

Reviewed by:
Dr. Daniel R. Johnson, Superintendent
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VISION

The Butler School District's English Language Arts Department believes the future belongs to those who can think critically and communicate effectively. Our teachers are determined to provide students with the skills to analyze, adapt, collaborate, innovate, persevere and thrive in an ever-changing world. The English Language Arts curriculum provides students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The rich, educational experience provided within the Butler School District will produce young adults with the foundation and preparation they need for the future.

As a result of a Butler English Language Arts education, students will be able to...

- Synthesize language skills across disciplines
- Articulate clearly in all domains (reading, writing, speaking and listening, and language) with diverse groups of people and in diverse settings
- Appreciate and understand all genres of literature and writing that span across a range of topics and complexity
- Appreciate and understand the viewpoints of others and respond thoughtfully
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Demonstrate awareness of global issues and a duty to society
- Use language to thoughtfully build and contribute to communities
- Persevere through difficult situations and tasks
- Maintain a growth mindset despite adversity
- Manage time when completing larger tasks
- Utilize self-reflection as a tool for growth and development

COURSE OVERVIEW

The Butler School District's Grade 2 Curriculum was developed to help students reach mastery of grade level expectations according to the New Jersey Student Learning Standards. In this course, students will:

- Read and comprehend both fiction and nonfiction (informational) texts.
- Participate in both small group and large group discussions in efforts to enhance students' collaboration/communication skills.
- Continue to learn reading foundational skills, grammar practices, and Spelling patterns to improve their reading and writing abilities.
- Analyze a variety of texts by asking and answering questions.
- Write, edit, self-reflect, and revise narratives to coincide with the fiction/nonfiction reading material, as well as some Science and Social Studies topics.
- Write, edit, self-reflect, and revise opinion and informative/explanatory pieces.
- Compare/contrast multiple texts
- Make connections between characters/events in a story, as well as from the story to the students' personal lives.
- Identify the author's purpose.

GOALS

The goals of the Grade 2 English Language Arts Curriculum are the Grade 2 Progress Indicators within the New Jersey Student Learning Standards.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE for English Language Arts ***(Pacing Guide)***

Unit of Study	Estimated Time
Unit I: Reading and Writing Narratives	9 weeks
Unit II: Reading and Writing Informational Texts	15 weeks
Unit III: Reading Multiple Texts	6 weeks
Unit IV: Features of Literature	6 weeks

SCOPE AND SEQUENCE for Foundational Units ***(Pacing Guide)***

Unit of Study	Estimated Time
Unit I: Phase 11: Recognizing Common Irregularly Spelled Words	September-December (4 months)
Unit II: Phase 12: Tricky Sound Spelling Patterns	January-February (2 months)
Unit III: Phase 13: Reading Fluently With Accuracy and Expression	March (1 month)
Unit IV: Phase 14: Reading Multisyllabic Words	April-June (3 months)

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES

In the Butler Public School District, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child's learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School District are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student's education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

Diverse texts and choices create:

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

UNIT

Unit 1: Reading and Writing Narratives (Modules A, B, and C)

UNIT SUMMARY

In this unit, students will participate in reading, writing, and discussing both fiction and nonfiction texts. The students will analyze the texts by asking and answering questions, as well as determining the relationship between texts' structures and meanings. Additionally, phonics, expression, and accuracy in instruction will support students' reading comprehension skills. Narrative writing engages student's prior knowledge, while coinciding with the fiction and nonfiction reading material. Lastly, the students will actively participate in large and small group discussions. The purpose of these discussions is to promote students' collaboration and communication skills, such as creating norms and building off of one another's thoughts. Students will thoroughly read and comprehend both literary and informational texts independently by the end of the year.

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

Module A:

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

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

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

B. Decode regularly spelled two-syllable words with long vowels.

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

E. Recognize and read grade appropriate irregularly spelled words.

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

A. Read grade-level text with purpose and understanding.

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

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

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

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

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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.

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

Module B

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

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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.

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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.

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

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

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

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

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

A. Compare formal and informal uses of English.

L.2.6. 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*).

Module C

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

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

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

A. Use collective nouns (e.g., *group*).

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

B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

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

A. Capitalize holidays, product names, and geographic names.

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

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

INTERDISCIPLINARY CONNECTIONS

Science

2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

Information and Media Literacy:

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Creativity and Innovation:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Technology:

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

ENDURING UNDERSTANDINGS

- Readers use strategies to construct meaning.
- People communicate through written words and speaking.
- Listening skills are critical for learning and communication.
- Writing is a purposeful, multi-step process.
- Writing is a reflective process.

ESSENTIAL QUESTIONS

- What impact does fluency have on comprehension?
- Why are strategies important?
- How does word choice affect meaning?
- How do you speak and listen effectively?
- How does each step in the process impact your writing?
- How can we use evaluation and reflection to improve our writing?
- What are the benefits of using resources to revise and improve your writing?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe how the beginning introduces the story and how each event in the story builds on earlier sections from beginning to end.
- The purpose of reading is to understand literature, including stories and poetry, at grade level independently or above grade level with scaffolding as needed.
- Decode regularly spelled two-syllable words, and read grade appropriate irregularly spelled words, using context to confirm or self-correct word recognition/understanding.
- Read grade-level text accurately, fluently, and purposefully with appropriate rate and expression in order to help them understand what they are reading.
- It is important to determine or clarify the meaning of unknown and multiple-meaning words in grade 2 reading and content choosing from various strategies, including the use of context clues.
- Participate in conversations with different partners about 2nd grade topics and texts by actively listening, questioning, responding, and building off of others' ideas to gather more information about the topics.
- Orally express facts of a story and clarify our thinking in full sentences using descriptive details and conventions of the English language.
- Narrative writing describes well-elaborated events by including details about actions, thoughts, and feelings throughout the story, as well as a sense of closure at the end of the story.
- Use a variety of print and digital tools/resources to produce, publish, and revise writing with support from adults and collaboration with peers.

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group instruction, using Schoolwide Guided Reading materials, Reading A-Z memoirs/stories, and differentiated passages from Reading Notebook. Assess students' fluency, comprehension, and ability to ask/answer text-related questions.
- Facilitate selected mini lessons from Schoolwide Units of Study including but not limited to: asking/answering questions, analyzing story structure, norms for discussing text, and strategies to determine word meanings . Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. Use "Book Club Conversation Starters" to encourage peer discussions.
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills. Utilize post-its and anchor charts to provide visuals of thinking/strategies.
- Model how to use a variety of resources to strengthen writing. Model how to use the word wall, *Words I Use When I Write* book, and student-friendly dictionaries in September/early October.

- Model the process of writing a personal narrative, putting an emphasis on the inclusion of thoughts, actions/events, and feelings. Demonstrate how to think of real-life “small moments,” and how to transfer those into a personal narrative. Show students the step-by-step process and eventually the final, completed version of the narrative.
- Confer with students individually about their writing to help them revise and improve.
- Create anchor charts with visual models of all teaching strategies.
- Provide students with examples of rules and laws, as well as citizenship norms.

The students will...

- Actively participate in guided reading groups and collaborative conversations with peers. They may use the “Conversation Starters” to promote elaborate discussions.
- Ask and answer questions to gather more information about grade 2 texts, as well as other topics and other students’ ideas. They will do this using sticky notes in independent texts and in their Readers’ Notebook. Students will ask/answer questions in Science Journals as well, based on mystery questions from Mystery Science and observations/experiments.
- Peer edit narrative writing. Students may discuss, providing suggestions for one another, using the “Stars and wish” method (stars are what the other student did well, wishes are what can be improved upon).
- Demonstrate understanding of foundational reading skills/strategies, using their independent reading books using sticky notes.
- Analyze text structures/sequence of events and their relationship with the story’s meaning, as well as identify the components of a personal narrative. Begin with Patricia Polacco stories, such as *Thank You, Mr. Folker* to identify story elements.
- Read and analyze unfamiliar words. Students will be provided with a variety of vocabulary-rich texts, based on their reading levels/abilities.
- Orally recount a story that includes their thoughts, actions, and feelings.
- Write several narratives that include their thoughts, actions, and feelings in an organized manner. They will use graphic organizers before writing it in their notebooks.
- Create, revise, and answer their own questions about observable scientific properties as they manufacture a hat designed for survival in a desert.
- Write and revise a narrative about their scientific design.
- Differentiate between rules and laws, as well as determine what a good citizen does.
- Explain how they, personally, can better themselves as citizens of NJ and the United States

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Daily Phonics Practice
Daily Grammar Practice (nouns, adjectives, etc)
On-Demand Writing Pieces
Anecdotal Notes

Summative Assessment:

“We are Storytellers” Oral Sharing of Narrative
Narrative Graphic Organizers/Writing Pieces
Differentiated Reader’s Notebook Responses
Common/Proper Nouns Assessment

Exit Slip Checklists (Checklist for Personal Narrative) Peer Assessment Rubrics Participation and teacher observation Think-Pair-Share Comprehension/Strategy Quizzes (Leveled, Small Group)			
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record	Alternative Assessments: Portfolio Science Journal Entries		
INSTRUCTIONAL RESOURCES			
Core Instructional Resource: <ul style="list-style-type: none"> ● <u>Schoolwide Units</u> Reading: Fiction unit Writing: Personal Narrative unit ● Reader's Workshop ● Interactive Reader's Notebook lessons ● Writer's Workshop 	<table border="1"> <tr> <td data-bbox="609 709 1019 1297"> Leveled Texts: <ul style="list-style-type: none"> ● Passages included in Interactive Reader's Notebook ● Reading A-Z books </td><td data-bbox="1019 709 1435 1297"> Supplemental Resources: Mentor Texts <ul style="list-style-type: none"> ● Patricia Polacco personal narrative books - <i>Thank You, Mr. Folker</i> and <i>My Rotten Redheaded Older Brother</i> ● <i>Fireflies</i> by Julie Brinckloe ● <i>A Chair for My Mother</i> ● <i>The Shortcut</i> www.storylineonline.net https://achievethecore.org/category/411/ela-literacy-lessons </td></tr> </table>	Leveled Texts: <ul style="list-style-type: none"> ● Passages included in Interactive Reader's Notebook ● Reading A-Z books 	Supplemental Resources: Mentor Texts <ul style="list-style-type: none"> ● Patricia Polacco personal narrative books - <i>Thank You, Mr. Folker</i> and <i>My Rotten Redheaded Older Brother</i> ● <i>Fireflies</i> by Julie Brinckloe ● <i>A Chair for My Mother</i> ● <i>The Shortcut</i> www.storylineonline.net https://achievethecore.org/category/411/ela-literacy-lessons
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INTEGRATED ACCOMMODATIONS AND MODIFICATIONS			
See Appendix A			

UNIT

Unit 2: Reading and Writing Informational Texts (Modules A and B)

UNIT SUMMARY

In this unit, reading and writing informational texts will be integrated. Reading instruction will focus on identifying the main idea and features of a text in order to read more efficiently. In efforts to promote students' foundational reading skills, the students will continue to apply grade level phonics and skills in decoding words. Moreover, this unit introduces opinion and informative/explanatory writing. Writers will be expected to explain how to do a task or activity, using evidence-based facts in their writing pieces. Within the writing process, writers will self-reflect, revise, and edit their pieces to strengthen their writing.

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

Module A:

RI.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.

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

RI.2.5. 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.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

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

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

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

A. Know spelling-sound correspondences for common vowel teams.

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.

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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

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

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

Module B

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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.

D. Identify words with inconsistent but common spelling-sound correspondences.

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

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

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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

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

E. Use adjectives and adverbs and choose between them depending on what is to be modified.

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

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

C. Use an apostrophe to form contractions and frequently occurring possessives.

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.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

RDISCIPLINARY CONNECTIONS

Science

LS4.D: Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Social Studies

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

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

3. 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Readers use strategies to construct meaning, including asking/answering questions about the text.• Readers use text features to better understand informational texts.• Listening skills are critical for learning and communication.• People can gather evidence-based research from multiple sources, and then share that information through their written words, as well as speaking.	<ul style="list-style-type: none">• What impact does asking questions have on comprehension of informational texts?• Why are nonfiction strategies and text features important? How do they help us comprehend the topic?• How does word choice affect meaning?• How do you speak and listen effectively?• How can you synthesize information from multiple sources to gather valid information about one topic?• How can we effectively communicate our findings through informative writing?• What are the benefits of using resources to revise and improve your writing?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none">• Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.• Describe the overall structure of a story and identify how each successive part builds on earlier sections.• Use various text features (e.g., captions, maps, bold print, glossaries, indexes) to gather information from a text.• Identify the main idea of a text or certain sections of the text, as well as the author's purpose.• Read and comprehend grade-level informational texts, including history/social studies and science texts, proficiently with scaffolding as needed.• Determine the meaning of unknown and multiple-meaning words based on grade 2 reading/content, choosing from an array of strategies. This could include the use of glossaries and beginning dictionaries.• Decode regularly spelled multisyllabic words, and read grade appropriate irregularly spelled words, using context to confirm or self-correct word recognition/understanding.• Write to give information or explain how to do something using evidence-based facts. This would include an introduction, evidence-based facts to support their points, and a	

conclusion.

- Research a topic by reading multiple books/articles about the given topic, and then write about it.
- Use a variety of print and digital tools/resources to produce, publish, and revise writing.
- Determine the meaning of the new word formed using knowledge of prefixes.
- Participate in conversations with different partners about 2nd grade topics and texts by actively listening, questioning, responding, and building off of others' ideas to gather more information about the topics.
- Distinguish the roles and responsibilities of the three branches of the national government.
- Compare/contrast the lives and leadership strategies of George Washington and Abraham Lincoln.

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group instruction, using Schoolwide Resources (nonfiction texts) and differentiated passages from Reading Notebook. Assess students' fluency, comprehension, and ability to ask/answer text-related questions.
- Facilitate selected mini lessons from Readers Workshop Units of Study including but not limited to: asking/answering questions, analyzing text structure, finding the main idea, and strategies to determine word's meaning using prefix knowledge/dictionaries. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study.
- Read mentor texts aloud to students and pause to model the use of text features to better understand the texts/content.
- Model how to use a variety of resources to strengthen writing. Model how to use the word wall, *Words I Use When I Write* book, and student-friendly dictionaries.
- Model the process of writing an informational writing piece, including research about an animal, putting an emphasis on the inclusion of gathering evidence-based facts, organization of writing (introduction, conclusion, etc.), and revising writing.
- Provide students with graphic organizers to take notes about their assigned owl (research project), as well as writing structure tools.
- Confer with students individually about their writing to help them revise and improve.
- Create anchor charts with visual models of text features.
- Discuss the different branches of national government (legislative, judicial, and executive) in terms of what each branch does, who is in each branch, and how we separate the powers of each branch. Provide students with books, videos, and interactive activities for understanding.

The students will...

- Actively participate in guided reading groups and collaborative conversations with peers.

- Ask and answer questions to gather more information about grade 2 informational texts. Students will ask/answer questions in their Interactive Reading Notebook and in their Science Journals, based on mystery questions from Mystery Science and observations/experiments.
- Write a few informational writing pieces that explain how to do something (procedural writing, transition words).
- Research a type of owl using multiple sources to gather facts. Students with the same type of owl may discuss their findings, providing suggestions for one another
- Write an informational writing piece about their owl, including an introduction, evidence-based facts, and a conclusion. Topics will include the owl's habitat, description, food, adaptations, and interesting facts.
- Research a planet using multiple sources to gather facts. Students with the same planet may discuss their findings, providing suggestions for one another
- Write an informational writing piece (All-About Book) about a specific planet, including the planet's look and location, composition, moons, and interesting facts. Text features will be included as well (captions, labels, glossary, etc.).
- Demonstrate basic understanding of a variety of text features in their Interactive Reading Notebook.
- Read and analyze unfamiliar words. Students will be provided with a variety of vocabulary-rich texts, based on their reading levels/abilities.
- Identify the main idea and author's purpose in a variety of texts, relating to different historical/science topics.
- Complete a "Me on the Map" project in which they can explore our geographical locations (town, state, country, etc.) in relation to other areas in our world.
- Research the history of Thanksgiving, and then transfer their knowledge by participating in several authentic activities (ex: write a letter as a pilgrim thanking the Native Americans for showing us how to hunt).
- Read multiple books about the lives of George Washington and Abraham Lincoln, discussing the similarities and differences between the two presidents.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
 Daily Phonics Practice
 Daily Grammar Practice (nouns, adjectives, etc)
 On-Demand Writing Pieces
 Anecdotal Notes
 Exit Slip
 Checklists
 Peer Assessment
 Rubrics
 Participation and teacher observation
 Think-Pair-Share

Summative Assessment:

Research/Informational Writing Pieces (Owl)
 All About Book (Planet)
 Differentiated Reader's Notebook Responses
 Me on the Map project
 How-To Writing Pieces (How to Build a Snowman)
 Branches of Government activities

Comprehension/Strategy Quizzes (Leveled, Small Group)		
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record		Alternative Assessments: Portfolio Science Journal Entries
INSTRUCTIONAL RESOURCES		
Core Instructional Resource: <ul style="list-style-type: none"> • <u>Schoolwide Units</u> Reading: Nonfiction unit Writing: Gail Gibbons unit • Reader's Workshop • Interactive Reader's Notebook lessons • Writer's Workshop • Mystery Science 	Leveled Texts: <ul style="list-style-type: none"> • Passages included in Interactive Reader's Notebook • Schoolwide Guided Reading Books • Reading A-Z books • Owl articles/books 	Supplemental Resources: Mentor Texts <ul style="list-style-type: none"> • <i>The History of Thanksgiving</i> • <i>All About Frogs</i> • <i>Me on the Map</i> by Joan Sweeney www.storylineonline.net https://achievethecore.org/category/411/ela-literacy-lessons
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit 3: Reading Multiple Texts
UNIT SUMMARY
<p>In this unit, students are building off of knowledge gained from previous units. The reading tasks in this unit will focus on the author's purpose, making connections, comparing/contrasting multiple texts, and comprehending second grade level texts. The students will analyze structures of both fiction and nonfiction texts, including the comparison of multiple versions to one another. Students continue to learn reading foundations by identifying common prefixes and suffixes to determine a word's meaning. Additionally, students will write their own opinion piece about an issue after gathering information pertaining to multiple perspectives.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS
Module A: 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.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

C. Decode words with common prefixes and suffixes.

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.2.4. 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.

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

Module B

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.

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.

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

C. Use reflexive pronouns (e.g., *myself*, *ourselves*).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).

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

C. Use an apostrophe to form contractions and frequently occurring possessives.

RDISCIPLINARY CONNECTIONS

Science

Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)

Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

Social Studies

6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

ENDURING UNDERSTANDINGS

- Readers can describe the connections between historical events and scientific ideas/concepts to better understand why/how things have formed.
- By comparing and contrasting two or more versions of the same story, we can learn about diverse cultures.
- People can form their own opinions based on evidence-based facts/reasons, discussion, and exploring multiple perspectives on one topic.

ESSENTIAL QUESTIONS

- How have historical events impacted our current society?
- How do scientific concepts relate to one another, and our current environment?
- How do two versions of the same story relate? How do they differ? What do these similarities/differences tell us about the cultures?
- What are the benefits of exploring others' perspectives?
- What impact can research and discussion have on the formation of individual opinions about a topic?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Retell stories, including fables and folktales, from diverse cultures.
- Compare and contrast several versions of one story that are written by different authors or come from different cultures (Reading Notebook).
- Explore a variety of informational texts and make connections, including the connection between a series of historical events and connection between scientific ideas.
- Decode words with common prefixes and suffixes, while recognizing the root word.
- Compare and contrast the most important points presented by two texts about the same topic.
- Write an opinion piece in which they name a topic, state an opinion, provide supporting reasons, use linking words ("because" and "also"), and clearly state a conclusion.
- Use an apostrophe properly in contractions and possessives.
- Compare and contrast Civil Rights leaders
- Explore natural phenomena and make connections between them, including how they relate/impact one another.

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group instruction, using Schoolwide Resources and differentiated passages from Reading Notebook. Assess students' fluency, comprehension, and ability to ask/answer text-related questions.
- Facilitate selected mini lessons from Readers Workshop Units of Study including but not limited to: strategies to determine word's meaning using prefix/suffix knowledge, comparing/contrasting multiple versions of one story, and making connections between a series of historical events. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study.
- Read folktales/fables aloud to students, as well as multiple versions of one story, allowing for discussion of similarities/differences.
- Provide students with at least two texts about one topic, including historical events and scientific concepts.
- Model how to use a variety of resources to strengthen writing. Model how to use the word wall, *Words I Use When I Write* book, and student-friendly dictionaries.
- Model the process of writing an opinion/persuasive writing piece after reading *I Wanna Iguana*, using graphic organizers to organize thoughts.
- Confer with students individually about their writing to help them revise and improve.

The students will...

- Actively participate in guided reading groups and collaborative conversations with peers.
- Ask and answer questions to gather more information about grade 2 informational texts. Students will ask/answer questions in their Interactive Reading Notebook and in their Science Journals, based on mystery questions from Mystery Science and observations/experiments.
- Read/retell multiple folktales/fables from diverse cultures.
- Compare and contrast multiple versions of one story (*Cinderella*, *Three Little Pigs*)
- Write an opinion piece in which they choose a character trait to describe Martin Luther King and explain why that trait is a valid description of his character.
- Write a persuasive letter to their parents in which they must try to convince them to get a certain pet, using valid reasons and structure of the letter.
- Identify when to appropriately use an apostrophe in contractions and possessives.
- Learn about several civil rights leaders including Martin Luther King Jr., Ruby Bridges, Rosa Parks, etc.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Daily Phonics Practice
Daily Grammar Practice (nouns, adjectives, etc)
On-Demand Writing Pieces
Anecdotal Notes
Exit Slip

Summative Assessment:

Opinion/Persuasive Writing Pieces
Social Studies Writing (MLK)
Retelling Summaries
Mystery Science conclusions
Differentiated Reader's Notebook Responses
Apostrophe Assessment

Checklists Peer Assessment Rubrics Participation and teacher observation Think-Pair-Share Comprehension/Strategy Quizzes (Leveled, Small Group)		
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record	Alternative Assessments: Portfolio Science Journal Entries	
INSTRUCTIONAL RESOURCES		
Core Instructional Resource: <ul style="list-style-type: none">● <u>Schoolwide Units</u> Reading: Poetry, Fiction, Nonfiction Writing: Letter Writing● Reader’s Workshop● Interactive Reader’s Notebook lessons● Writer’s Workshop● Mystery Science	Leveled Texts: <ul style="list-style-type: none">● Passages included in Interactive Reader’s Notebook● Schoolwide Guided Reading Books● Reading A-Z books● Books - Civil Rights leaders	Supplemental Resources: Mentor Texts <ul style="list-style-type: none">● <i>Ruby Bridges: A Brave Little Girl</i>● www.storylineonline.net https://achievethecore.org/category/411/ela-literacy-lessons
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit 4: Features of Literature
UNIT SUMMARY
In this unit, students expand their understanding of literary structure, as well as features. Students identify/analyze the characters, events, and structures of a variety of literary texts. Students write their own narratives to experience the different types of narrative writing styles

by using the literary mentor texts. Writers will utilize self-reflection, revision, and editing to strengthen their writing as needed.

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

Module A:

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

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

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

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

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

B. Use commas in greetings and closings of letters

INTERDISCIPLINARY CONNECTIONS

Science

Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)

Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)

There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Social Studies

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

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

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

ENDURING UNDERSTANDINGS

- Readers can compare/contrast multiple perspectives in order to learn about different characters and cultures.
- Readers can learn important life lessons by identifying and describing the theme/moral of a story.
- People can better convey their thoughts/ideas to others by using words, drawings, and visuals.

ESSENTIAL QUESTIONS

- How can we learn from cultures, customs, and traditions that are different from our own?
- What are the advantages of listening to others' points of view that differ from our own?
- What can we learn from the author's main message/theme of the story? How can we apply these morals to our own daily lives?
- How/why should we use our words, drawings, and visuals to communicate our ideas to others?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Determine the central message/theme, lesson, or moral of stories including fables and folktales from a variety of cultures.
- Use details to describe how characters respond to major events and challenges in a story.
- Notice, identify, and compare/contrast the characters' differing points of view in a story.
- Speak in the characters' voices when reading dialogue aloud.
- Words and pictures from a story help us understand the text.
- Understand the characters, settings, and plot in a story by using the words and illustrations.
- Write narratives to recount a well-elaborated event or sequence of events
- Describe events by including details about thoughts, actions, and feelings in their narrative writing.
- Sequence (transition) words are used to show the sequence of events, and that they should be used in narrative writing to signal event order.
- End a narrative by providing a conclusion
- Identify, retell, and describe key ideas or details from a text that is read aloud to them, information that is presented orally, or through other media.
- Use and include multimedia, drawings, and/or visuals to provide additional details and clarify ideas, thoughts and feelings.
- Use commas in greetings and closings of letters.

- Describe and consider a variety of cultural perspectives, as they learn about the immigration process.
- Describe/write about the life cycle of a frog, as well as other organisms, including the use of visuals and drawings to expand upon their written ideas.
- Describe/write about how a rainbow is formed, including the use of visuals and drawings to expand upon their written ideas.

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group instruction, using Schoolwide Resources and differentiated passages from Reading Notebook.
- Assess students' fluency, comprehension, and ability to identify the theme/moral of a story.
- Facilitate selected mini lessons from the Interactive Reading Notebook including but not limited to: strategies to identify the central message/moral of a story, comparing/contrasting different points of view in a story, and describing how characters respond to challenges/events. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLS for the unit of study.
- Read a variety of texts aloud to students, allowing for discussion of similarities/differences in characters' points of view.
- Provide students with examples of text that use visuals/illustrations to elaborate upon ideas in hopes of encouraging the students to do the same with their writing.
- Model how to use a variety of resources to strengthen writing. Model how to use the word wall, *Words I Use When I Write* book, and student-friendly dictionaries.
- Review/model the use of transition words and the process of writing an entire narrative (either personal, or cross-curricular), using graphic organizers to organize thoughts, feelings, and events.
- Confer with students individually about their writing to help them revise and improve.

The students will...

- Actively participate in guided reading groups and collaborative conversations with peers.
- Students will write and enhance their narratives using visuals, illustrations, and other additional features in their Writer's Notebook and in their Science Journals (how a rainbow is formed, life cycles).
- Students will self-reflect upon their writing, and be cognizant of using transition words to describe a sequence of events.
- Read/retell stories that include characters who have different points of view.
- Analyze the immigration process and learn about cultural perspectives that may differ from their own.
- Identify when to appropriately use a comma in greetings/closings of letters, when listing

three or more items, and in a date.		
EVIDENCE OF LEARNING		
Formative Assessments: Classroom Discussion Daily Phonics Practice Daily Grammar Practice On-Demand Writing Pieces Anecdotal Notes Exit Slip Checklists Peer Assessment Rubrics Participation and teacher observation Think-Pair-Share Comprehension/Strategy Quizzes (Leveled, Small Group)	Summative Assessment: Narrative Writing Pieces Social Studies Writing (immigration) Mystery Science conclusions Differentiated Reader’s Notebook Responses Comma Assessment	
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record	Alternative Assessments: Portfolio Science Journal Entries	
INSTRUCTIONAL RESOURCES		
Core Instructional Resource: <ul style="list-style-type: none">● <u>Schoolwide Units</u> Reading: Fiction (traditional literature lessons) Writing: Fairytales, Folktales, and Fables● Reader’s Workshop● Interactive Reader’s Notebook lessons● Writer’s Workshop● Mystery Science	Leveled Texts: <ul style="list-style-type: none">● Passages included in Interactive Reader’s Notebook● Schoolwide Guided Reading Books● Reading A-Z books	Supplemental Resources: Mentor Texts <ul style="list-style-type: none">● <i>The True Story of the Three Little Pigs</i>● “All the Colors in the Rainbow”● <i>Ellis Island</i> www.storylineonline.net
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

Appendix A: Integrated Accommodations and Modifications

Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

At Risk of Failure:

- Check and sign assignment planner
- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed
- Communicate regularly with students' other teachers
- Provide positive feedback for tasks well done
- Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

- Pose higher-level thinking questions
- Provide higher level reading and writing materials for literacy based activities
- Probe student to extend thinking beyond the text or connect two or more texts
- Provide alternate or project-based assessments and assignments

Students with 504 Plans

- Provide extended time as needed
- Modify length of writing assignment
- Provide short breaks within the lesson
- Provide scaffolding for students
- Utilize graphic organizers