

**Randolph Township School District  
Randolph Elementary Schools**

# English Language Arts and Literacy Curriculum Grade 2

*“There are many little ways to enlarge your child’s world. Love of books is the best of all.”  
~Jacqueline Kennedy*

**Department of Language Arts**

Katie Spencer, Elementary Supervisor  
Laurie Pandorf, Balanced Literacy Coordinator

**Curriculum Committee 2013**

Janice Sgalia-Friedland  
Suzanne Kessler  
Kristen Miller  
Catherine Murphy

**Curriculum Committee 2015**

Dawn Melody  
Kristen Miller  
Catherine Murphy

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**Randolph Township Schools  
Department of Language Arts  
Literacy ~ Grade 2**

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## **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

## **Randolph Township Schools Affirmative Action Statement**

### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Language Arts**  
**Reading ~ Grade 2**

**Introduction**

The second grade reading curriculum has been designed to support the workshop approach to teaching and learning, while directly responding to the requirements spelled out in the New Jersey Student Learning Standards for second grade. The workshop model focuses on a single strategy per day and includes the following components: direct instruction, demonstration and modeling, guided practice, independent practice, and reflection/sharing. The workshop model allows teachers to respond to different student levels and needs while providing the practice time students require to develop complex skills. Generally speaking, second graders are quite diverse in their reading abilities. Although they are continuing to develop their decoding and fluency skills, there is now a stronger emphasis placed on comprehension. Students will develop and practice strategies for comprehending text. Students will continue to receive direct instruction every day in phonics and word study utilizing Foundations. The students will have more opportunities throughout the literacy block to apply word study skills in both reading and writing.

In keeping with the district's philosophy of balanced literacy, this curriculum includes a study of authentic and rich children's literature.

As students read fiction, they will be taught and exposed to various strategies to think about what they are reading. They will also learn to talk and write well about reading through the practice of reading partners or collaborative groups. Nonfiction and research units have been designed to focus students' attention on locating information and understanding the components of this genre. To help grow strong readers and reading habits, students manage and study reading logs to increase stamina, fluency, and comprehension. Students grow as readers and develop stronger social skills as they work with partners and collaborate to foster rich conversations and powerful ideas about reading.

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Curriculum Pacing Chart

### Reading and Writing ~ Grade 2

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Grade 2 Reading	Launching Reader's Workshop: Taking Charge of Our Reading 4 weeks	Tackling Trouble: Strategies for Reading Success 6 weeks	Reading to Learn: 9 weeks		Story Elements: Exploring the Genre of Fiction 6 weeks	Genre Study: Poetry 4 weeks	Reading and Role Playing: Fables, Fairytales, and Folktales 6 weeks			
			Exploring Non-Fiction 5 weeks	Investigating Science Topics to Become Experts 4 weeks						
Grade 2 Fundations	Unit 1 Unit 2	Unit 3 Unit 4 Unit 5 Unit 6 – week 1	Unit 6 – week 2		Unit 7 Unit 8	Unit 9 Unit 10 Unit 11	Unit 12 Unit 13 Unit 14 – week 1	Unit 14 –week 2 Unit 15 Unit 16 Unit 17		
Grade 2 Writing	Launching Writer's Workshop: Building a Community of Writers 4 weeks	Learning from Authors: Improving Narrative Writing 6 weeks	Writing to Teach Others: 9 weeks		Opinion Writing: Persuasive Letters and Essays 6 weeks	Poetry: Big Thoughts in Small Packages 4 weeks	Learning From Traditional Literature: Improving Narrative Writing (Fairytales) 6 weeks			
			Scientific Procedures 4 weeks	Expert Topics 5 weeks						
Grade 2 *Grammar	Unit 1 Lesson 2 Unit 2 Lessons 4 & 5	Unit 1 Lessons 4-6 Unit 3 Lessons 5 & 6 Lessons 3 & 4	Unit 2 Lessons 1-3 Unit 3 Lessons 3 & 4		Unit 1 Lesson 3 Unit 2 Lesson 6 Unit 3 Lessons 1 & 2	Unit 3 Lesson 7	Open Workshop Grammar Review			

\*Fundamentals of Grammar and Conventions units aligned to writing units

\*Running Records and IRA's will be administered as needed throughout the school year.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 2**  
**UNIT I: Launching Reader's Workshop: Taking Charge of our Reading**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will recognize themselves as readers.	<ul style="list-style-type: none"> <li>• How does reading expand our knowledge of the world?</li> <li>• How do readers make decisions based on habits, stamina, and volume?</li> </ul>	
Strong readers increase stamina, gain confidence, and improve fluency by reading more frequently.	<ul style="list-style-type: none"> <li>• How do readers grow?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b>  A just right book is a book that can be smoothly read and understood.</p> <p>Books are organized in a variety of ways including genre, level, and author.</p> <p>Increasing the amount of time and focus during daily reading will build their stamina and confidence.</p> <p>Reading in longer phrases will increase their fluency.</p>	<p><b>Students will be able to:</b>  Select just right books using the “five finger rule”, interest, enjoyment, and ability.</p> <p>Predict what the book is about by previewing the front cover, the back cover, the title, and the pictures.</p> <p>Recognize how the classroom library is set up and how to choose on level books.</p> <p>Utilize the classroom library routines (choosing books, book shopping, number of books a reader should have, how to return books) to select a variety of books they can read independently.</p> <p>Locate a place to read that is quiet with minimal distractions in order to help keep them focused.</p> <p>Recognize that readers have work to do they start another book when they are finished with their book or they reread.</p> <p>Build fluency by reading words in longer phrases using the scooping technique.</p> <p>Apply the technique of “pushing their eyes” to the end</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10- Read and comprehend literature, including stories and poetry, at grade</p>

How to effectively choose and work with a reading partner.	of the sentence to increase fluency. Model the appropriate way to sit with a partner (Elbow to elbow, knee to knee, book in the middle so they both can see, talk quietly, listen and respond, stay on topic).	level text complexity or above with scaffolding as needed.
Reading with a partner helps to grow ideas about books and helps us to strengthen reading routines.	Model classroom procedures, filling out Reader's Notebook, and conversation about books (turn and talk, stop and jot etc.).  Discuss with their partners the parts of their book that are troublesome and help each other figure out those parts.  Develop strategies to help them retell a story Ex: Time order words, stop, think, retell strategy, reread for clarity.	RF.2.3B- Know spelling-sound correspondences for common vowel teams.  RF.2.4- Know and apply grade-level phonics and word analysis skills in decoding words.  SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
How to retell a story that includes the key details.	Summarize the story including the beginning, middle, end, the characters, the problem, and the solution.	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.
When to stop, think, and reflect about what they read to self- monitor for comprehension.	Reflect and record reading activity by completing a reader's notebook. Ex: Reflect and set goals for themselves as independent readers.	
Creating goals for themselves as readers helps to build stamina and be productive readers.	Develop and reflect on the goals that they set for themselves as readers. (Teachers could use a reading interest inventory and conferencing with student to help develop goals).	



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
4 weeks	<b>Unit I: Launching Reader’s Workshop: Taking Charge of Our Reading</b> <ul style="list-style-type: none"> <li>• Readers choose how to read</li> <li>• Readers get stronger by reading a lot</li> <li>• Readers read in longer phrases, scooping up snap words</li> <li>• Keeping tabs on comprehension</li> <li>• Reading at a just right pace</li> <li>• Marking thinking with a post-it</li> </ul>	<p><b><u>Suggested Resources:</u></b></p> <p><b>Units of Study for Teaching Reading, Grade 2</b>  Lucy Calkins  Unit 1- Bend 1  Unit 3- Bend 1</p> <p><b>Reading With Meaning</b>  Debbie Miller</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>  Patty Vitale-Reilly and Pam Allyn</p> <p><b>Mentor Texts:</b>  <i>Bigmama’s</i> by D. Crews  <i>Corduroy</i> by D. Freeman  <i>Flying</i> by D. Crews  <i>My Little Island</i> by F. Lessac  <i>School Bus</i> by D. Crews  <i>Miss Nelson is Missing</i> by H. Allard  <i>Officer Buckle and Gloria</i> by P. Rattman  <i>Katie Woo Has the Flu</i> by F. Manushkin  <i>Days with Frog and Toad</i> by A. Lobel</p>

		<p> <i>Owl Moon</i> by J. Yolen  <i>Houndsley and Catina</i> by J. Howe  <i>The Stories Julian Tells</i> by A. Cameron  <i>Pinky and Rex and the Bully</i> by J. Howe </p> <p> <b>Internet Links</b>  Links to videos, class sites, strategies for Reader's Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  A Curricular Plan for the Reading and Writing Workshop  Guiding Readers and Writers: The First Twenty Days  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1</a> </p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 2**  
**UNIT II: Tackling Trouble: Strategies for Reading Success**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
Students will use a variety of reading strategies to comprehend meaning from words and text.		<ul style="list-style-type: none"> <li>Why is it important for readers to recognize when they don't understand what they are reading?</li> </ul>	
Students will use a series of strategies to recognize and read unfamiliar words.		<ul style="list-style-type: none"> <li>What do readers do when they are trying to read tricky words?</li> </ul>	
Readers will develop comprehension strategies by navigating narrative text.		<ul style="list-style-type: none"> <li>What strategies do active readers use to keep track of what is happening in their story?</li> </ul>	
<b>KNOWLEDGE</b>		<b>SKILLS</b>	<b>NJSLS</b>
<p><b>Students will know:</b>  Readers prepare their minds for reading.</p> <p>In order for readers to fully comprehend, they have to understand when something they are reading does not make sense and they need to use strategies to problem solve.</p> <p>Using decoding strategies will help them to</p>		<p><b>Students will be able to:</b>  Examine the cover and title of the book, the author, and ask themselves, "What might this book be about?"</p> <p>Scan the book (take a book walk) looking at pictures, chapter titles, headings, and sample a page or two.</p> <p>Notice and name the trouble they are having while reading.</p> <p>Recognize when a book doesn't make sense.</p> <p>Understand readers don't just slide along through a book when it doesn't make sense.</p> <p>Apply strategies learned to help them comprehend the</p>	<p>RL.2.1- Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme lesson, or moral.</p> <p>RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>

<p>attack unfamiliar words.</p> <p>Stories have characters, a setting, a problem, and a solution which happen in a sequence.</p> <p>Texts have a who, what, when, where, why, and how.</p> <p>Asking questions help them to understand the key details of the text. (who, what, when, where, why, and how)</p> <p>Using a variety of strategies will help readers to comprehend what they read.</p> <p>Rexperiencing the text before resuming reading will help the reader to keep track of what was read previously.</p> <p>Working with a partner helps us to strengthen our reading strategies.</p>	<p>meaning of the text. i.e. chunking, stop and think, reread for meaning, context clues</p> <p>Find small words inside of big words; ask themselves, “Does it look right?” “Does it sound right?”, Does the word make sense?”</p> <p>Utilize pictures for clues to figure out tricky words or skip hard words and read on for meaning.</p> <p>Identify, describe, and retell the narrative elements in a story in a sequential order.</p> <p>Determine that asking questions while reading helps enhances their comprehension of the text.</p> <p>Organize key details of the text to retell the story. (Post its, sequencing, sketching in reader’s notebook, turn and talk, tell across your hand)</p> <p>Select comprehension strategies such as identifying the most important parts of a story, creating mental images, inferring, checking meaning, asking questions, predicting, and using schema.</p> <p>Conclude that comprehension is the key to knowing what the story is about.</p> <p>Model retelling a story to a partner, looking over post it notes or written reflections on the story.</p> <p>Prioritize rereading if they can’t retell the story, reread the last lines of a chapter to get ready for the next chapter, and go back to the last place they remember and read from that point.</p> <p>Reflect on what they learned and share their reading successes and strategies to assist one another with</p>	<p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.3 -Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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>
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	challenges.	SL.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 weeks</b>	<b>UNIT II: Tackling Trouble: Strategies for Reading Success</b> <ul style="list-style-type: none"> <li>• Readers roll up their sleeves to solve tricky words</li> <li>• Readers use more than one strategy at a time</li> <li>• Readers have strategies to figure out brand new words</li> <li>• Readers check themselves and their reading</li> <li>• Rehearsing reading voices</li> <li>• Scooping up words into phrases</li> <li>• Noticing dialogue tags</li> <li>• Using meaning to read fluently</li> </ul>	<u><b>Suggested Resources</b></u> <b>Units of Study for Teaching Reading, Grade 2</b> Lucy Calkins Unit 1- Bend 2 Unit 3- Bend 1  <b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b> Jennifer Serravallo  <b>The Complete Year in Reading and Writing</b> Patty Vitale-Reilly and Pam Allyn  <b>Reading With Meaning</b>

		<p>Debbie Miller</p> <p><b>Mentor Texts:</b>  <i>Big, Bigger, Biggest</i> by N. Coffelt  <i>Put it on the List</i> by K. Darbyshire  <i>The Lion and the Mouse</i> by J. Pinkney  <i>Billy and Milly Short and Silly</i> by E. Feldman  <i>I am Going</i> by M. Williams  <i>I Love My Hair</i> by N. Anastasia  <i>Duck! Rabbit!</i> by A. Krauss Rosenthal  <i>Those Darn Squirrels</i> by A. Rubin  <i>Mrs. Jafee is Daffy</i> by D. Gutman</p> <p><b>Internet Links:</b>  Links to videos, class sites, strategies for Reader's Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 2**  
**UNIT III: Reading to Learn: Exploring Nonfiction**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
Students will identify the purposes of nonfiction text.		<ul style="list-style-type: none"> <li>What does reading nonfiction teach us about ourselves and the world around us?</li> </ul>	
Readers will know that nonfiction text includes many unique features.		<ul style="list-style-type: none"> <li>How can we use the unique features in nonfiction books to gain information?</li> <li>How do nonfiction readers gather information by seeing more than just the text on the page?</li> </ul>	
Readers read books across a topic to understand their subject to compare and contrast.		<ul style="list-style-type: none"> <li>How do nonfiction readers read more than one book about a topic to compare and contrast?</li> </ul>	
<b>KNOWLEDGE</b>		<b>SKILLS</b>	<b>NJSLS</b>
<b>Students will know:</b> Nonfiction text is organized differently from fiction and contains unique features.		<b>Students will be able to:</b> Understand and explain the differences between nonfiction and fiction.	

<p>Nonfiction text features are important in helping to gain knowledge about the topic.</p> <p>There are different types of nonfiction which are read for different purposes.</p> <p>That structure of nonfiction helps them comprehend information.</p> <p>Using nonfiction text features will help students find information to better comprehend the topic.</p> <p>There are a variety of ways to navigate nonfiction text.</p> <p>Reading many books about the same topic helps</p>	<p>Identify the features and their functions of nonfiction text which includes, headings, table of contents, bolded words, chapters, glossary, index, and graphics, (pictures, diagrams, maps, charts, etc.)</p> <p>Model previewing a book by glancing at the table of contents, the chapter headings and sub headings to get an idea of how the text will go.</p> <p>Utilize text features to grow knowledge and understanding of the topic.</p> <p>Explain that a nonfiction book does not have to be read from beginning to end or read sequentially.</p> <p>Utilize the nonfiction features to gather and categorize information about a specific topic.</p> <p>Comprehend and apply domain specific vocabulary of nonfiction texts.</p> <p>Apply knowledge of previewing and locate information using the table of contents, headings, glossary, and index.</p> <p>Identify and choose the appropriate type of nonfiction book for a specific use.</p> <p>Discriminate the different structures in nonfiction, i.e. descriptive, sequential, cause/effect, compare/contrast and problem solution.</p> <p>Examine information and determine its importance relevant to their topic.</p> <p>Conclude that a nonfiction book does not have to be read cover to cover. Make use of the text features like the index or table of contents helps to easily locate information.</p>	<p>RI.2.1- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RI.2.2- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4- Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7- Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9- Compare and contrast the most important points presented by two texts on the same topic.</p>
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<p>to build knowledge about the topic.</p> <p>How to acquire knowledge from multiple print or digital sources.</p>	<p>Synthesize the information gained from multiple texts about the same topic.</p> <p>Identify that different sources might give different points of view on the same topic.</p> <p>Utilize multiple print or digital sources to gain knowledge or answer a question about a particular topic.</p>	<p>RI.2.10- Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the</p>
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		<p>remarks of others.</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>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>
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# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Reading~ Grade 2

### Resource Page

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 weeks	<b>UNIT III: Reading to Learn: Exploring Non-Fiction</b> <ul style="list-style-type: none"> <li>• How does the book go</li> <li>• Use text features to notice and understand key words</li> <li>• Use content to build knowledge of unknown words</li> <li>• Readers will notice, learn, and question</li> <li>• Comparing and contrasting books on the same topic</li> <li>• Anticipate and use the lingo of a nonfiction topic</li> <li>• Grow knowledge across books</li> <li>• Add information across books</li> <li>• Celebration: play it forward by teaching others</li> </ul>	<p><b>Suggested Resources:</b>  <b>Units of Study for Teaching Reading, Grade 2</b>            Lucy Calkins            Unit 2- Bend 1-3</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b>            Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>            Patty Vitale-Reilly and Pam Allyn</p> <p><b>Reading With Meaning</b>            Debbie Miller</p> <p><b>Mentor Texts:</b>  <i>Ant Cities</i> by A. Dorros  <i>Apples</i> by G. Gibbons  <i>Apples and Pumpkins</i> by A. Rockwell  <i>Amazing Animals:Tigers</i> by V. Bodden  <i>Butterflies and Moths</i> byB. Kalman  <i>Everybody Needs a Rock</i> by B. Baylor  <i>I'm in Charge of Celebrations</i> by B. Baylor  <i>Snow is Falling</i> by F. Branley  <i>Knights in Shining Armour</i> by G. Gibbons  <i>Tigers</i> by L. Marsh</p> <p><b>Nonfiction Series Texts</b>            NatGeo Kids            Science Vocabulary Readers            Pebble Plus            Rookie Read-Aloud Science</p> <p><b>Internet Links:</b>            Links to videos, class sites, strategies for Reader's Workshop</p>

		<a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a> TCRWP - Teachers College Reading & Writing Project <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a> Into the Book: Teaching Reading Comprehension Strategies <a href="http://reading.ecb.org">http://reading.ecb.org</a> A Curricular Plan for the Reading and Writing Workshop Literacy Resources Randolph Township Public Schools <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1</a>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Reading ~ Grade 2**

**UNIT IV: Reading to Learn: Investigating Science Topics to Become Experts**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Science readers will acquire new information and learn new facts through informational text.		<ul style="list-style-type: none"> <li>How do readers learn new information and build upon what they already know?</li> </ul>	
Science readers classify, compare, and contrast different text on the same topic.		<ul style="list-style-type: none"> <li>How can science readers evaluate new knowledge on a topic?</li> </ul>	
Science readers hypothesize and record their observations and discoveries about a new topic.		<ul style="list-style-type: none"> <li>Why is it important for science readers to ask questions?</li> <li>How do science readers develop a question to investigate?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b> Reading multiple texts on the same topic can give you a deeper understanding of the topic.</p> <p>Participating in collaborative discussions is a way to learn about new topics</p> <p>Interpreting and talking about information found from the text features in science books will help students gain a greater understanding of the topic.</p> <p>Paraphrasing and synthesizing the text into their own words is a way of communicating the information they have learned.</p> <p>Scientists use specific language to explain information about their field of interest.</p>	<p><b>Students will be able to:</b> Discover books on the same topic.</p> <p>Model note taking and/or chart information using each text.</p> <p>Compare and contrast the most important points presented by two or more texts on the same topic.</p> <p>Construct ideas and build upon one another's ideas verbally and in writing.</p> <p>Collaborate with a partner or group to investigate the text features in their books in order to locate new information.</p> <p>Interpret how graphics images (pictures, diagrams, maps, charts, etc.) contribute to and clarify a text.</p> <p>Retell the most important information through prompting and support.</p> <p>Formulate key ideas from the information read and share verbally and in written form.</p> <p>Science readers use the glossary and index to assist them in defining content specific words.</p>	<p>RI.2.1- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RI.2.2- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4- Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	

		<p>RI.2.7- Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10- Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using</p>
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		<p>adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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> <p>SL.2.6- Produce complete sentences when</p>
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		<p>appropriate to task and situation in order to provide requested detail or clarification.</p> <p>(See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</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>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
4 weeks	<b>UNIT IV: Reading to Learn: Investigating Science</b> <b>Topics to Become Experts</b> <ul style="list-style-type: none"> <li>• Use text features to notice and understand key words</li> <li>• Use content to build knowledge of unknown words</li> <li>• Readers will notice, learn, and question</li> <li>• Comparing and contrasting books on the same topic</li> <li>• Anticipate and use the lingo of a nonfiction topic</li> <li>• Grow knowledge across books</li> <li>• Add information across books</li> <li>• Celebration: play it forward by teaching others</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>The Complete Year in Reading and Writing</b>  Patty Vitale-Reilly and Pam Allyn</p> <p><b>A Curricular Plan for the Reading and Writing Workshop</b>  Grade 2 – Blackboard</p> <p><b>Reading With Meaning</b>  Debbie Miller</p> <p><b>Mentor Texts</b>  <i>Butterflies</i>  <i>Butterfly Colors</i>  <i>Monarch Butterflies</i>  <i>Life Cycle of a Butterfly</i>  <i>Life Cycle of a Frog</i>  Authentic Text:  <i>Emperor Penguins</i> by Roberta Edwards  <i>Great White Sharks</i> by Sandra Markle  <i>Look What Tales Can Do</i> by Dorothy Souza</p> <p><b>Internet Links:</b></p>

		Links to videos, class sites, strategies for Reader's Workshop <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a> TCRWP - Teachers College Reading & Writing Project <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a> Into the Book: Teaching Reading Comprehension Strategies <a href="http://reading.ecb.org">http://reading.ecb.org</a> Literacy Resources Randolph Township Public Schools <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1</a>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 2**  
**UNIT V: Story Elements: Exploring the Genre of Fiction**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Fictional stories contain similar elements and follow predictable patterns.	<ul style="list-style-type: none"> <li>How do readers combine all narrative elements to understand their books?</li> </ul>	
Characters are like people; they are unique and diverse.	<ul style="list-style-type: none"> <li>How do readers get to know their characters?</li> </ul>	
Series reading helps readers to fully understand characters more deeply.	<ul style="list-style-type: none"> <li>Why do readers study a series?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS
<b>Students will know:</b> All fictional stories include narrative elements: characters, setting, plot, problem, solution, and theme.  Setting of the story is defined by the time period and physical location. Setting can also contain different scenes.	<b>Students will be able to:</b> List and define all narrative elements before during and after reading.  Describe and or sketch the setting of their book in their Reader's Notebook.  Understand the importance that the setting has and how it can impact the events in the story.  Elaborate on how the actions of the characters' drive the plot.	RL.2.3- Describe how characters in a story respond to major events and challenges using key details.  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.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending

<p>Plot is defined by the major actions in the story.</p> <p>Paying attention to a character's words, actions, and thoughts reveals character traits.</p> <p>Character traits help readers to predict what the character will do next.</p> <p>Characters change from the beginning of the story to the end of the story and often learn lessons.</p> <p>Readers understand it is important to use evidence from the text to support their thinking.</p> <p>It is important to prepare for conversations with our partner and look for things to discuss.</p> <p>Sharing our thoughts with a partner helps to grow our ideas and deepen our comprehension.</p>	<p>Track events across a story by discussing, recording events in their Reader's Notebook or using post-its.</p> <p>Develop a chart and describe the main events in their Reader's Notebook.</p> <p>Identify and track character traits in a reader's notebook.</p> <p>Infer how a character might be feeling based on the character's traits.</p> <p>Determine what the character will do next and why based upon what they already know about the character.</p> <p>Compare their character's personality, feelings, and actions from the beginning of the story to the end.</p> <p>Analyze character's changes to develop a theme.</p> <p>Determine what life lesson was learned.</p> <p>Collect textual evidence when writing about reading. i.e. Using post it notes and Reader's Notebook.</p> <p>Organize their post its and Reader's Notebook entries in order to plan for partner discussions.</p> <p>Record questions they have about their characters or other story elements to discuss with their partners.</p> <p>Attend to partner's thoughts, ideas, and questions about their story.</p> <p>Support with text evidence about why they agree or disagree with their partners ideas about the book.</p> <p>Include text evidence when they talk about their</p>	<p>concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.10- Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.1A 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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>
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How a series unfolds, noticing patterns, and predicting what will happen.	<p>characters with their partners.</p> <p>Notice predictable patterns in the story like the recurring cast of characters and setting and pay close attention to the introduction of new characters.</p> <p>Utilize patterns to predict what will happen next in the story or in the next book in the series.</p>	<p>SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</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.2.8- Recall information from experiences or gather information from provided sources to answer a question.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 weeks</b>	<p><b>UNIT V: Story Elements: Exploring the Genre of Fiction</b></p> <ul style="list-style-type: none"> <li>• Readers think about how the whole book clicks together, noticing masterful writing</li> <li>• Readers think, “What does the author want to teach me?”</li> <li>• Holding onto stories even when books are long</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>Units of Study for Teaching Reading, Grade 2</b>  Lucy Calkins  Unit 1- Bend 3  Unit 3- Bend 2-4  Unit 4- Bend 1-3</p>

	<ul style="list-style-type: none"> <li>• Staying on track when books get tricky</li> <li>• Becoming experts on author's craft</li> <li>• Becoming experts on characters</li> <li>• Sharing books they love with friends</li> </ul>	<p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b> Jennifer Serravallo</p> <p><b>Reading With Meaning</b> Debbie Miller</p> <p><b>The Complete Year in Reading and Writing</b> Patty Vitale-Reilly and Pam Allyn</p> <p><b>Mentor Texts:</b>  <i>Chicken Sunday</i> by P. Polacco  <i>Houndsley and Catina</i> by J. Howe  <i>Just Us Women</i> by J. Caines  <i>Night Shift Daddy</i> by E. Spinelli  <i>Snowy Day</i> by E.J. Keats  <i>Two of Them</i> by Alike  <i>When I Was Young in the Mountains</i> by C. Rylant</p> <p><b>Series Books</b>  <b>Level D-K</b>  Frog and Toad  Biscuit  Fly Guy  Mr. Putter and Tabby  Fluffy  <b>Level L/M</b>  Magic Treehouse  Cam Jansen  Junie B. Jones  Horrible Harry  Pink and Rex  <b>Level N-P</b>  Jigsaw Jones  A-Z Mysteries  Ivy and Bean  Zac Files  Amber Brown</p> <p><b>Internet Links:</b>  Links to videos, class sites, strategies for Reader's Workshop</p>
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		<a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a> TCRWP - Teachers College Reading & Writing Project <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a> Into the Book: Teaching Reading Comprehension Strategies <a href="http://reading.ecb.org">http://reading.ecb.org</a> A Curricular Plan for the Reading and Writing Workshop Literacy Resources Randolph Township Public Schools <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1</a>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 2**  
**UNIT VI: Genre Study: Poetry**

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	
Poetry is an expressive genre where a variety of methods are used to communicate thoughts, feelings, and ideas effectively.	<ul style="list-style-type: none"> <li>How do readers pay attention to important images, phrases, and words to think about a bigger meaning?</li> </ul>	
Authors think thoughtfully about language and word choice when writing poetry.	<ul style="list-style-type: none"> <li>Why is language and word choice important in poetry?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>

<p><b>Students will know:</b></p> <p>Poetry is written for a variety of audiences.</p> <p>Poetry comes in many forms and structures.</p> <p>Poets use line breaks, white space, capitalization, and punctuation to express meaning.</p> <p>Poets elicit strong feelings by painting pictures in reader’s minds.</p> <p>Different structures of poetry have specific rhythmic patterns.</p> <p>Sharing with a partner while reading poetry will help them to understand the “music”, the meaning, complexity, and the language.</p>	<p><b>Students will be able to:</b></p> <p>Identify the type of poem they are reading or hearing (story, informational, silly, or serious)</p> <p>Recognize features of poetry such as limerick, cinquain, haiku, and free verse.</p> <p>Collaborate with partners to discuss poetry paying attention to the poem structure. (line breaks, white space, capitalization, and punctuation)</p> <p>Examine poems paying attention to the important images and difficult vocabulary.</p> <p>Interpret possible meanings of poems by collaborating with partners.</p> <p>Reflect and write about poetry in a Reader’s Notebook.</p> <p>Identify words in a poem that make a reader see and feel.</p> <p>Evaluate a poem by reading beyond the surface to find out what the author is trying to say.</p> <p>Identify poems that display different figurative language such as onomatopoeia, similes, personification, and alliteration.</p> <p>Recite poetry with appropriate rhythmic pattern, inflection and fluency.</p> <p>Collaborate with their partner to gain a deeper understanding of the author’s intent.</p>	<p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.10- Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of</p>
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		<p>strategies.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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>W.2.3- Write narratives in which they recount a</p>
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		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.
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 weeks</b>	<b>UNIT VI: Genre Study: Poetry</b> <ul style="list-style-type: none"> <li>• Authors paint pictures with words</li> <li>• Authors use precise words</li> <li>• Authors use literary language to make the ordinary extraordinary</li> <li>• Authors have ways to bring poems to life</li> <li>• Readers share poems they love with friends</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>Units of Study for Teaching Reading, Grade 2</b>  Lucy Calkins  Unit 4- Bend 1-3</p> <p><b>The Complete Year in Reading and Writing</b>  Patty Vitale-Reilly and Pam Allyn</p> <p><b>Reading With Meaning</b>  Debbie Miller</p> <p><b>Mentor Texts:</b>  <i>I, Too, Sing America: Three Centuries of African American Reflections on a Gift of Watermelon</i> by Pickle Dunning, Lueders, Smith  <i>Seeing the Blue Between</i> by Paul Janeczko  <i>Once Upon Ice: And Other Frozen Poems</i> by Jane Yolen  <i>In the Land of Words: New and Selected Poems</i> by Eloise Greenfield  <i>The Place My Words Are Looking For</i> by Paul Janeczko</p> <p><b>Internet Links:</b>  Links to videos, class sites, strategies for Reader's Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17693_1</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 2**  
**UNIT VII: Reading and Role Playing: Fables, Fairytales, and Folktales**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Readers will recognize that the purpose of traditional literature is to teach a moral or a lesson.	<ul style="list-style-type: none"> <li>Why do people share stories from long ago?</li> </ul>	
Readers will recognize the elements of a traditional tale.	<ul style="list-style-type: none"> <li>What can we learn from reading fables, fairytales, and folktales?</li> </ul>	
Readers will understand the importance of perspective.	<ul style="list-style-type: none"> <li>How does point of view impact affect a story?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b>  There are similarities and differences in all traditional literature.</p> <p>Fairytales are types of short stories that feature fantasy, magic, and mystical characters.</p> <p>Fables are often written to convey morals or teach a lesson.</p> <p>Folktales are cultural stories from long ago that teach us about the past.</p>	<p><b>Students will be able to:</b>  Define and recognize the characteristics of a fable, fairytale, and folktale. (Good vs. evil, villains, heroes, lesson learned, patterns of three and seven, good always prevails, moral)</p> <p>Identify that a fairy tale has a beginning, middle, and end, setting, characters, problem, and solution.</p> <p>Determine that fairy tales start with a special beginning and ending sentence. (Once upon a time, long ago, happily ever after)</p> <p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>Identify the central message or lessons in a fable.</p> <p>Develop and discuss connections to real-life situations based on the moral or lesson learned.</p> <p>Describe or discuss the beliefs of a specific culture as it relates to the folktale.</p>	<p>RL.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3- Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6- Acknowledge differences in the points of</p>

<p>Characters in fables, fairytales, and folktales often include predictable roles such as heroes, villains, victims, and tricksters.</p> <p>Points of view in a story can cause events to be viewed differently.</p> <p>Characters are complex and have feelings that can impact the story.</p> <p>Setting is defined by time and place and is also used to describe the feelings of a place.</p> <p>Setting is a key element because it affects the emotional well-being of the main character.</p>	<p>Create character charts defining the roles of the characters in fables, folktales, and fairytales.</p> <p>Understand that a story can be interpreted differently depending upon which character is telling the story.</p> <p>Empathize with the characters in the story by putting themselves in the characters' shoes.</p> <p>Discover that the pictures in the story can provide insight into the feelings of the characters. i.e. I notice... I think... I could...</p> <p>Describe the emotional atmosphere of a setting and how it affects the actions and feelings of a character.</p> <p>Analyze the ways that the physical setting affects the main characters.</p>	<p>view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p>
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		<p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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>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>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
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<p><b>4 weeks</b></p>	<p><b>UNIT VII: Reading and Role Playing: Fables, Fairytale, and Folktales</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast traditional literature</li> <li>• Investigate characteristics of traditional literature</li> <li>• Read multiple versions of the same tale</li> <li>• Tales teach a moral or lesson</li> <li>• Read to identify point of view</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>The Complete Year in Reading and Writing</b>  Patty Vitale-Reilly and Pam Allyn</p> <p><b>Reading With Meaning</b>  Debbie Miller</p> <p><b>Mentor Texts:</b>  <i>The Dragon and the Unicorn</i> by L. Cherry  <i>Princess Smartypants</i> by B. Cole  <i>The Paperbag Princess</i> by R. Munsch  <i>The Frog Prince Continued</i> by J. Scieszka  <i>Magic Tree House Series</i> by M.P. Osborne  <i>The Dragon Slayers' Academy Series</i> by K. McMullan  <i>Fantastic Mr. Fox</i> by R. Dahl  <i>Weslandia</i> by P. Fleischman  <i>The Irish Cinderlad</i> by S. Climo  <i>The Egyptian Cinderella</i> by S. Climo  <i>The Empty Pot</i> by Demi  <i>Mufaro's Beautiful Daughters: An African Tale</i> by J. Steptoe</p> <p><b>Internet Links:</b>  Links to videos, class sites, strategies for Reader's Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  <a href="http://www.teachersnotebook.com/product/ThirdTimesACharm/one-page-fables-twenty-single-page-fables-from-around-the-globe">http://www.teachersnotebook.com/product/ThirdTimesACharm/one-page-fables-twenty-single-page-fables-from-around-the-globe</a>  <a href="http://storybird.com">http://storybird.com</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17693_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17693_1</a></p>
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**Randolph Township Schools**  
**Department of Language Arts**  
**Writing ~ Grade 2**

Introduction



The second grade writing curriculum has been designed to support the workshop approach to teaching, allowing students to be engaged with the writing experience appropriate to their point in development. Our teachers assess students at regular intervals to inform their instruction decisions. Students will be engaged improving narrative writing by learning from traditional literature and expanding on their “small moment” stories. They will be learning how to write to teach others gathering information by using scientific discovery and procedures. Students will also be developing opinions on story elements and writing these opinions in persuasive writing pieces. Students will investigate forms of poetry and will use their knowledge to create multiple types of poetry. Students will be encouraged to work independently over time, as they learn to increase their stamina for writing.

## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Writing ~ Grade 2

#### UNIT I: Launching Writer’s Workshop: Building a Community of Writers

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Writers follow routines and procedures.	<ul style="list-style-type: none"> <li>What are skills that good writers use?</li> </ul>
Writers communicate clearly to their audience.	<ul style="list-style-type: none"> <li>How does a writer organize and clarify their thoughts?</li> </ul>
Writer’s write with stamina and independence	<ul style="list-style-type: none"> <li>How do writer’s work independently through the steps of the writing process?</li> </ul>

through the steps of the writing process.		
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b> There are routines, procedures, and expectations during writing workshop.</p> <p>Writers collect ideas by remembering significant moments from their lives.</p> <p>The steps of the writing process.</p> <p>That working with their writing partner or conferencing with the teacher will help them to improve their writing.</p> <p>Writers celebrate their achievements by sharing their writing with others.</p>	<p><b>Students will be able to:</b> Gather materials, use writing folders/Writer's Notebook, locate resources. i.e. Dictionary, word wall, and teacher made writing resources</p> <p>Collect many small moment ideas by recording or sketching important events in their Writer's Notebook.</p> <p>Recall a time or place that matter to them.</p> <p>Identify a moment in their lives when something happened to them.</p> <p>Choose and recount one of their small moment ideas across fingers, share stories with partners, use Writer's Notebook to plan a story.</p> <p>Drafting or sketching their ideas in sequential order. i.e. Including the beginning, middle, and end.</p> <p>Record and develop the story they have verbalized.</p> <p>Determine aspects of the story that need to be revised by using a writer's checklist for; capitalization, punctuation, grammar, and spelling.</p> <p>Collaborate with a partner/teacher to share constructive feedback and revise based on discussion.</p> <p>Present their final drafts to an audience.</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.2.8- 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> <p>L.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5-Demonstrate understanding of word</p>

		<p>relationships and nuances in word meanings.</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4-Read with sufficient accuracy and fluency to support comprehension.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<b>UNIT I: Launching Writer’s Workshop: Building a Community of Writers</b> <ul style="list-style-type: none"> <li>• Setting classroom routines</li> <li>• Capturing story ideas</li> <li>• Stretching out small moments</li> <li>• Writing with detail</li> <li>• Rereading like detectives</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>Units of Study in Opinion, Information and Narrative Writing</b>  by Lucy Calkins: Unit 1 Lessons from the Masters  Unit 1 - Bend 1</p> <p><b>The Complete Year in Reading and Writing</b> by Patty Vitale-Reilly and Pam Allyn</p>

	<ul style="list-style-type: none"> <li>• A writing celebration</li> </ul>	<p><b>Mentor Texts:</b>  <i>Owl Moon</i> by J.Yolen  <i>Fireflies</i> by J. Brinckloe</p> <p><b>Internet Links:</b>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  A Curricular Plan for the Reading and Writing Workshop  Grade 2 – Blackboard  Guiding Readers and Writers: The First Twenty Days  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**UNIT II: Learning from Authors: Improving Narrative Writing**

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	
Writers choose one small significant moment from their lives and use the writing process to tell a focused story.	<ul style="list-style-type: none"> <li>• How do writers get ideas for stories?</li> </ul>	
Writers use mentor texts to help influence their work.	<ul style="list-style-type: none"> <li>• How do published authors craft a well-developed story?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>

<p><b>Students will know:</b></p> <p>Many of their own experiences can be used to create a personal narrative.</p> <p>Before stories can be drafted writers need to envision the moment in a sequential order.</p> <p>There are ways to stretch a small moment to incorporate details into their writing.</p> <p>Reading mentor texts will help them become a stronger writer.</p> <p>Dialogue is an intricate part of narrative writing and it is punctuated following the rules of convention.</p> <p>Writers edit their work for clarity with a writing partner/ teacher.</p> <p>Produce a well-developed piece of writing.</p> <p>Writers celebrate their achievements by sharing their writing with others.</p>	<p><b>Students will be able to:</b></p> <p>Generate story ideas using an “idea bank” i.e. heart or authority list and create a personal narrative.</p> <p>Draft stories by envisioning the event and making a movie in their mind to properly sequence events.</p> <p>Modify their writing by adding details using the strategies modeled by teacher and in mentor text.</p> <p>Review the author’s strong leads and satisfying endings for ideas to revise their own stories.</p> <p>Determine that narratives include elements such as, dialogue, action, thought, temporal words to signal event order, and setting details.</p> <p>Utilize the strategies of one mentor author and try their craft in their own writing.</p> <p>Incorporate dialogue into their writing using proper punctuation in their own stories.</p> <p>Locate and correct errors in capitalization, punctuation, grammar and spelling.</p> <p>Collaborate with a partner/teacher to share constructive feedback and revise based on discussion.</p> <p>Recount a well elaborated small moment; including details, thoughts, actions, feelings, and providing a sense of closure.</p> <p>Present their final drafts to an audience.</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.2.8-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> <p>L.2.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5-Demonstrate understanding of word relationships and nuances in word meanings</p>
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		<p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RL.2.1-Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3- Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>
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		<p>RL.2.6-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10- Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4-Read with sufficient accuracy and fluency to support comprehension.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 Weeks</b>	<b>UNIT II: Learning from Authors: Improving Narrative Writing</b> <ul style="list-style-type: none"> <li>• Learning to write in powerful ways</li> <li>• Emulating authors in ways that matter</li> <li>• Learning crafts moves from any mentor text</li> <li>• Writers can help each other</li> </ul>	<b>Suggested Resources:</b> <b>Units of Study in Opinion, Information and Narrative Writing</b> Lucy Calkins: Unit 1 Lessons from the Masters Unit 1 - Bend 2 and 3  <b>The Complete Year in Reading and Writing</b> Patty Vitale-Reilly and Pam Allyn

	<ul style="list-style-type: none"> <li>• Editing and preparing for publication</li> <li>• A writing celebration</li> </ul>	<p><b>Mentor Texts:</b>  <i>Owl Moon</i> by J. Yolen  <i>Fireflies</i> by J. Brinkloe  <i>A Chair For My Mothers</i> by V.B. Williams  <i>Salt Hands</i> by J.C. Aragon  <i>I Fly</i> by A. Rockwell</p> <p><b>Internet Links:</b>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1</a></p>
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## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Writing ~ Grade 2

#### UNIT III: Writing to Teach Others: Scientific Procedures and Expert Topics

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Writers grow knowledge by observing, thinking, researching and recording experiments.	<ul style="list-style-type: none"> <li>• Why is it important to write like a scientist?</li> <li>• How do scientists choose the information that is important to teach to others?</li> </ul>
Writers participate in shared research around a common topic to influence their writing.	<ul style="list-style-type: none"> <li>• Why do writers participate in shared research?</li> </ul>
Writers write to teach what they know well.	<ul style="list-style-type: none"> <li>• How do writers teach what they know?</li> <li>• How would you become an expert on a topic?</li> </ul>

KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b> Scientists observe and record information on a topic.</p> <p>Scientist use domain specific language to discuss their field of interest.</p> <p>When scientists want to improve their writing they learn more about what they are investigating.</p> <p>Writers edit their work for clarity with a writing partner/ teacher.</p> <p>There is a unique structure to nonfiction writing.</p> <p>There are appropriate steps in choosing and</p>	<p><b>Students will be able to:</b> Take notes, question, discuss, and record information regarding their experiments.</p> <p>Follow a prescribed format to record information from the experiment.</p> <p>Diagram and label the details of the experiment.</p> <p>Create a lab report based on data gathered from experiments and mentor text. (Hypothesis, procedures, results, and conclusions)</p> <p>Determine or clarify the meaning of unknown and multi meaning words or phrases.</p> <p>Improve their writing by learning more about the topic through experiments and observations.</p> <p>Revise their writing utilizing mentor texts to improve lab reports already in progress.</p> <p>Sharing constructive feedback is essential for improving writing.</p> <p>Analyze lab reports to add specific information, add steps and take away unnecessary parts to allow the reader to replicate the experiment.</p> <p>Collaborate with a partner/teacher to share constructive feedback and revise based on discussion.</p> <p>Identify the traits of nonfiction writing. i.e. cause/effect</p> <p>Brainstorm for topics they are knowledgeable about.</p> <p>Create a main idea and separate it into subtopics/categories.</p>	<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.2.5- 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>writing on a nonfiction topic.</p> <p>Writers read a multitude of sources to research a topic.</p> <p>Writers edit their work for clarity with a writing partner/ teacher.</p> <p>Writers celebrate their achievements by sharing their writing with others.</p>	<p>Incorporate features of nonfiction writing into their book. (i.e. diagrams, headings, index, glossary, captions)</p> <p>Research for facts by using multiple texts on the same topic, authentic artifacts, and digital tools.</p> <p>Recognize reliable and important information from their research.</p> <p>Draft and revise information books using text features and following rules of convention.</p> <p>Locate and correct errors in capitalization, punctuation, grammar and spelling.</p> <p>Collaborate with a partner/teacher to share constructive feedback</p> <p>Present their final drafts to an audience.</p>	<p>SL.2.1A - 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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> <p>SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</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,</p>
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		<p>and spelling when writing.</p> <p>L.2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5-Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>Kindergarten-Grade 12</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a></li> <li>• <a href="#">Anchor Standards</a></li> <li>• <a href="#">Reading: Literature</a></li> <li>• <a href="#">Reading: Informational Text</a></li> <li>• <a href="#">Reading: Foundational Skills</a></li> <li>• <a href="#">Writing</a></li> <li>• <a href="#">Speaking &amp; Listening</a></li> <li>• <a href="#">Language</a> <ul style="list-style-type: none"> <li>○ <a href="#">Introduction for K-5</a></li> <li>○ <a href="#">Kindergarten</a></li> </ul> </li> </ul>
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		<ul style="list-style-type: none"><li>◦ <a href="#">Grade 1</a></li><li>◦ <a href="#">Grade 2</a></li><li>◦ <a href="#">Grade 3</a></li><li>◦ <a href="#">Grade 4</a></li><li>◦ <a href="#">Grade 5</a></li><li>◦ <a href="#">Introduction for 6-12</a></li><li>◦ <a href="#">Grade 6</a></li><li>◦ <a href="#">Grade 7</a></li><li>◦ <a href="#">Grade 8</a></li><li>◦ <a href="#">Grade 9-10</a></li><li>◦ <a href="#">Grade 11-12</a></li><li>◦ <a href="#">Language Progressive Skills</a></li><li>• <a href="#">Standard 10: Range, Quality, &amp; Complexity</a></li></ul> <p>Grades 6-12 Literacy in History/Social Studies, Science, &amp; Technical Subjects</p> <ul style="list-style-type: none"><li>• <a href="#">History/Social Studies</a></li><li>• <a href="#">Science &amp; Technical Subjects</a></li><li>• <a href="#">Writing</a></li></ul> <p>ELA Appendices</p> <ul style="list-style-type: none"><li>• <a href="#">English Language Arts Appendix A</a></li><li>• <a href="#">English Language Arts Appendix B</a></li><li>• <a href="#">English Language Arts Appendix C</a></li></ul> <p>Supplemental Information for Appendix A <a href="#">New Research on Text Complexity</a> ADA Compliant Version <a href="#">Please click here for the ADA Compliant version of the English Language Arts Standards.</a></p>
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		<p>L.2.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5-Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>RI.2.1- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RI.2.2- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4- Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5- Know and use various text features (e.g.,</p>
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		<p>captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7- Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8- Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9- Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10- Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**Resource Page**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>UNIT III: Writing to Teach Others: Scientific Discovery and Procedures</b> <ul style="list-style-type: none"> <li>• Observe, think, research and record experiments.</li> <li>• Use domain specific language</li> <li>• Ask questions when you want to learn more about a topic</li> <li>• Learn the structure of nonfiction writing</li> <li>• Create an all about and how to book</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>Units of Study in Opinion, Information and Narrative Writing</b>            Lucy Calkins: Unit 2 Lab Reports and Science Books</p> <p><b>The Complete Year in Reading and Writing</b>            Patty Vitale-Reilly and Pam Allyn</p> <p><b>Mentor Text:</b>  <i>Hands On Science: Force In Motion</i> J. Graham and J. LeJars  <i>Incredible Cross Sections</i> S. Biesty  <i>DK Readers, Gale Gibbons, True Books, and Usborn Readers</i> are good sources of nonfiction.</p> <p><b>Internet Links:</b>            TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>            A Curricular Plan for the Reading and Writing Workshop            Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**UNIT IV: Opinion Writing: Persuasive Letters and Essays**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
There are many ways to persuade an audience.	<ul style="list-style-type: none"> <li>How do you decide whether or not you like something?</li> </ul>	
Writers express their opinions and use supporting evidence.	<ul style="list-style-type: none"> <li>How do writers use language and detail to express and support their opinions?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b>  Letters can be used to communicate to others for a variety of reasons.</p> <p>Letters have to be planned before they are written.</p> <p>Opinion writers need to open to hearing other writer's opinions.</p> <p>There is a proper format to writing a letter.</p> <p>Writers can use the format of letters to help structure essays.</p>	<p><b>Students will be able to:</b>  Discover that letters can be used to thank, inform, instruct, and persuade others.</p> <p>Collaborate in a conversation and debate on a simple topic, such as a favorite pet, to engage children in the art of persuasion.</p> <p>Demonstrate how to listen and respond appropriately to other opinions.</p> <p>Construct a letter by including a heading, greeting, body, closing, and signature.</p> <p>Conclude that a greeting to a letter is the same as the introduction of an essay, the closing of a letter is similar to a conclusion of an essay, and the body of a letter is similar to the supporting paragraph of an essay.</p>	<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.2.5- 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>Opinions can be supported and expressed through writing.</p> <p>Their favorite books are filled with great narrative elements to spark opinion writing.</p> <p>Writers will be able to understand there is format to opinion writing.</p> <p>There are supportive elements in opinion essay.</p> <p>Opinion writers use specific evidence from the book to support their thinking.</p> <p>Writers edit their work for clarity with a writing partner/ teacher.</p> <p>Writers celebrate their achievements by sharing their writing with others.</p>	<p>Articulate through writing their opinion about a favorite store, sport, restaurant, etc. and give reasons they feel strongly about that opinion.</p> <p>Select a favorite story element from a book and develop an opinion which can be used to persuade others.</p> <p>Choose a graphic organizer or a Reader's Notebook to highlight the important parts throughout the entire book to include text evidence about the character or the story.</p> <p>Organize supporting details using a graphic organizer. i.e. T Chart</p> <p>Utilize the OREO -Opinion, Reason, Explain/Evidence, Opinion restated- mnemonic device to write an organized essay.</p> <p>Develop their writing to include linking/transitional words such as, because, and, also, one reason, another reason, for example.</p> <p>Utilize text evidence to support their opinion.</p> <p>Locate and correct errors in capitalization, punctuation, grammar and spelling.</p> <p>Collaborate with a partner/teacher to share constructive feedback</p> <p>Present their final drafts to an audience.</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.2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by</p>
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		<p>linking their explicit comments to the remarks of others.</p> <p>SL.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RL.2.1- Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3- Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10- Read and comprehend literature,</p>
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		<p>including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 Weeks</b>	<b>UNIT IV: Opinion Writing: Persuasive Letters and Essays</b>	<p><u><b>Suggested Resources:</b></u>  <b>Units of Study in Opinion, Information and Narrative Writing</b>            Lucy Calkins: Unit 3</p>

	<ul style="list-style-type: none"> <li>• Writing letters about books to share ideas</li> <li>• Writers make their letters about books even better by retelling important parts</li> <li>• Writing essays following a format</li> <li>• Gathering more evidence to support each of our opinions</li> <li>• Writing to captivate the audience</li> </ul>	<p><b>The Complete Year in Reading and Writing</b> Patty Vitale-Reilly and Pam Allyn</p> <p><b>Mentor Texts:</b>  <i>Dear Mr. Blueberry</i> by S. James  <i>Mercy Watson To The Rescue</i> by K. DiCamillo  <i>Pinky And Rex And The Bully</i> by J. Howe  <i>I Want an Iguana</i> by K. Orloff  <i>Don't Let the Pigeon Stay Up Late</i> by M. Willems  <i>Dear Mrs. LaRue: Letters from Obedience School</i> by M. Teague  <i>Click, Clack, Moo</i> by D. Cronin  <i>Harry the Dirty Dog</i> by G. Zion</p> <p><b>Internet Links:</b>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**UNIT V: Poetry: Big Thoughts in Small Packages**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Poets see the world with their hearts and minds.	• How do you express your feelings?	
Poets write on topics in fresh and unique ways.	• How do poets manipulate language to share a mood or a feeling?	
KNOWLEDGE	SKILLS	NJSLS

<p><b>Students will know:</b> Poetry structure is different than all other writing.</p> <p>Poetry is written in varied formats.</p> <p>Poetry uses repetition, rhyme, and sounds to convey meaning.</p> <p>Poems paint a picture in the reader's mind.</p> <p>That figurative language is used to compare their feelings about things in the world and grow their writing. Poets consider the mood they want to express to match the poems meaning.</p> <p>Reflection on poetry will enhance their poetry writing.</p> <p>Writers edit their work for clarity with a writing partner/ teacher.</p>	<p><b>Students will be able to:</b> Identify and discuss the differences between poetry and prose.</p> <p>Distinguish the different types of poetry. i.e. cinquain, limerick, haiku and free verse.</p> <p>Compose different types of poems. i.e. cinquain, limerick, haiku and free verse, using scaffolds when necessary.</p> <p>Utilize line breaks to affect meaning.</p> <p>Select proper adjectives to enhance their writing to show more meaning in fewer words.</p> <p>Compare and contrast to give readers a picture in their minds.</p> <p>Compose a poem using a variety of poetic devices such as: repetition, rhyme, and sounds</p> <p>Incorporate vivid words to help paint a picture in the reader's mind.</p> <p>Utilize sense words that describe what something looks like, feels like, sounds like, smells like, or tastes like.</p> <p>Search for comparative words that help to show exactly how they feel about their topic. Convey a feeling in their poem to the audience.</p> <p>Organize their Reader's Notebook to interpret and reflect on poetry.</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>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.2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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<p>Writers celebrate their achievements by sharing their writing with others.</p>	<p>Locate and correct errors in capitalization, punctuation, grammar and spelling.</p> <p>Collaborate with a partner/teacher to share constructive feedback</p> <p>Present their final drafts to an audience.</p>	<p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 2**  
**Resource Page**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 Weeks</b>	<b>UNIT V: Poetry: Big Thoughts in Small Packages</b> <ul style="list-style-type: none"> <li>• Poetry has varied structure</li> <li>• Poetry uses repetition and rhyme</li> <li>• Paints a picture for the reader</li> <li>• Contains figurative language to compare their feelings about things in the world and grow their writing.</li> </ul>	<p><b><u>Suggested Resources:</u></b>  <b>Units of Study in Opinion, Information and Narrative Writing</b>            Lucy Calkins: Unit 3</p> <p><b>The Complete Year in Reading and Writing</b>            Patty Vitale-Reilly and Pam Allyn</p> <p><b>CD ROM resources from Units Of Study in Opinion            Informational and Narrative Writing</b>            Lucy Calkins</p>

		<p><b>Mentor Texts:</b>  <i>Dear Mr. Blueberry</i> by S. James  <i>Old Elm Speaks</i> by K. O’Connell George  <i>Awaking The Heart</i> by G. Hurd  <i>Inside my Heart</i> by Z. R. White  <i>Time of Wonder</i> by R. McClosky  <i>Lost and Finds</i> by R. K. Dotlich  <i>Falling Down the Page: A Book of List Poems</i> by G. Heard</p> <p><b>Internet Links:</b>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtmj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1">https://rtmj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17698_1</a></p>
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## RANDOLPH TOWNSHIP SCHOOL DISTRICT

### Writing ~ Grade 2

#### UNIT VI: Learning from Traditional Literature: Improving Narrative Writing

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Fairytales are fictional stories that have roots in oral tradition.	<ul style="list-style-type: none"> <li>What common elements do fairytales have?</li> </ul>	
Reading and writing different versions of a story help us become better writers.	<ul style="list-style-type: none"> <li>How do comparing different versions of the same story help me become a better writer?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b>  There is a certain structure and key components to writing a fairy tale.</p>	<p><b>Students will be able to:</b>  Construct a fairy tale using a beginning, middle, end, setting, character, problem and solution.</p> <p>Select a special beginning and ending sentence. i.e. Once upon a time and happily ever after.</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>There are common elements to fairy tales.</p> <p>That the setting affects the story.</p> <p>That fairy tales can be written from varied points of view.</p> <p>Fairytales are written to keep the reader on the edge of their seat throughout the story.</p> <p>Writers edit their work for clarity with a writing partner/ teacher.</p> <p>Writers celebrate their achievements by sharing their writing with other</p>	<p>Compose a piece in this genre using good vs evil, magic, good always prevails, and fairy tales often happen in 3's.</p> <p>Create a setting for their story to show the feeling of the piece.</p> <p>Interpret that the mood is part of the setting. It is not just the physical setting it is also the feeling inside of the setting.</p> <p>Design a fairy tale from a specific character's point of view.</p> <p>Elaborate about the problem and build tension by using action, dialogue, and using descriptive language.</p> <p>Locate and correct errors in capitalization, punctuation, grammar and spelling.</p> <p>Collaborate with a partner/teacher to share constructive feedback</p> <p>Sharing constructive feedback is essential for improving writing.</p> <p>Present final fairy tales to an audience.</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.2.2E- Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>Kindergarten-Grade 12</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a></li> <li>• <a href="#">Anchor Standards</a></li> <li>• <a href="#">Reading: Literature</a></li> <li>• <a href="#">Reading: Informational Text</a></li> <li>• <a href="#">Reading: Foundational Skills</a></li> </ul>
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		<ul style="list-style-type: none"> <li>• <a href="#">Writing</a></li> <li>• <a href="#">Speaking &amp; Listening</a></li> <li>• <a href="#">Language</a> <ul style="list-style-type: none"> <li>○ <a href="#">Introduction for K-5</a></li> <li>○ <a href="#">Kindergarten</a></li> <li>○ <a href="#">Grade 1</a></li> <li>○ <a href="#">Grade 2</a></li> <li>○ <a href="#">Grade 3</a></li> <li>○ <a href="#">Grade 4</a></li> <li>○ <a href="#">Grade 5</a></li> <li>○ <a href="#">Introduction for 6-12</a></li> <li>○ <a href="#">Grade 6</a></li> <li>○ <a href="#">Grade 7</a></li> <li>○ <a href="#">Grade 8</a></li> <li>○ <a href="#">Grade 9-10</a></li> <li>○ <a href="#">Grade 11-12</a></li> <li>○ <a href="#">Language Progressive Skills</a></li> </ul> </li> <li>• <a href="#">Standard 10: Range, Quality, &amp; Complexity</a></li> </ul> <p>Grades 6-12 Literacy in History/Social Studies, Science, &amp; Technical Subjects</p> <ul style="list-style-type: none"> <li>• <a href="#">History/Social Studies</a></li> <li>• <a href="#">Science &amp; Technical Subjects</a></li> <li>• <a href="#">Writing</a></li> </ul> <p>ELA Appendices</p> <ul style="list-style-type: none"> <li>• <a href="#">English Language Arts Appendix A</a></li> <li>• <a href="#">English Language Arts Appendix B</a></li> <li>• <a href="#">English Language Arts Appendix C</a></li> </ul> <p>Supplemental Information for Appendix A  <a href="#">New Research on Text Complexity</a>          ADA Compliant Version  <a href="#">Please click here for the ADA Compliant version of the English Language Arts Standards.</a></p>
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		<p>SL.2.1A- 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).</p> <p>SL.2.1B- Build on others' talk in conversations by linking their explicit comments to the remarks of others.</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.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>RL.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3- Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
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		<p>RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7- Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RL.2.9- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10- Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3B- Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.4- Read with sufficient accuracy and fluency to support comprehension.</p>
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SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<b>UNIT VI: Learning from Traditional Literature: Improving Narrative Writing</b> <ul style="list-style-type: none"> <li>Fairytales contain common elements</li> <li>The setting affects the story</li> <li>Fairytales have varied points of view</li> <li>Fairytales are written to teach a lesson</li> </ul>	<p><b>Suggested Resources:</b>  <b>Units of Study in Opinion, Information and Narrative Writing</b>  Lucy Calkins: Unit 3</p> <p><b>The Complete Year in Reading and Writing</b>  Patty Vitale-Reilly and Pam Allyn</p> <p><b>Mentor Text:</b>  Trade books related to topic books writing style</p> <p><i>Selection of traditional fairy tales and adapted/Twisted Fairy Tales</i></p> <p><b>Internet Links:</b>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  A Curricular Plan for the Reading and Writing Workshop  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17698_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17698_1</a></p>

#### APPENDIX A: K – 5 ELA CROSSWALK

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
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Kindergarten	Reading	Launching Readers Workshop: Building Habits Routines 4 Weeks	We are Readers: Familiar Books Breed Confidence  4 Weeks	Readers Use Superpowers to Develop Print Strategies  4 Weeks	Flexing Muscles: Growing with Just Right Books  4 Weeks	Avid Readers: Gaining Knowledge through Informational Text  8 Weeks		Books Empower Us: Discovering our Opinions about Stories and Topics  5 Weeks	Becoming Better Readers: Taking Risks  8 Weeks	
	Writing	Launching Writers Workshop  We are Writers, Writing Teaching Books, Writing Stories, Revision and Publication  8 Weeks		Writing for Readers (Narrative)  Writing More Clear Stories Utilizing Tools to Strengthen our writing Story Telling with my Partner Revision and Publication  8 Weeks		How To Books  4 Week	All About Books  4 Weeks	Persuasive Writing  Making Changes in our classroom and school, Writing Letters, Having a Voice in the World  5 Weeks	Writers Are Brave: Taking risks in our writing and Becoming Stronger (Open)  Poetry Narrative Informational Opinion  8 Weeks	
Grade 1	Reading	Launch: Readers Build Good Habits  5 Week	Growing Readers: Tackling Words and Reading Strategies  6 Weeks	Readers Meet the Characters in our Books  6 Weeks	Feelings and Fluency: Exploring the rhythm of Language  5 Weeks	Non-Fiction Readers Learn About the World  5 Weeks		Reading to Discover Opinions: An Inquiry into Text-based Evidence  4 Weeks	Reading Clubs: Deepening our Comprehension through Conversation  5 Weeks	
	Writing	Launch: Writers Build Good Habits  5 Weeks	Small Moments: Writers Write About Their Own Lives  6 Weeks	Writing Realistic Fiction Stories  6 Weeks	Non-Fiction Chapter Books: Writing “How-To” and “All About” Books  7 Weeks		Writing Reviews: From Hobbies to Books, Writers Share Their Opinions  6 Weeks		Scenes to Series: Writing Stronger Fictional Stories  7 Week	
Grade 2	Reading	Launch: Taking Charge of Our Reading  4 weeks	Tackling Trouble: Strategies for Reading Success  6 weeks	Reading to Learn: Investigating Science Topics and Exploring Non-Fiction  9 Weeks		Story Elements: Exploring the Genre of Fiction  6 weeks		Genre Study: Poetry  4 weeks	Reading and Role Playing: Fables, Fairytales, and Folktales  6 weeks	
	Writing	Launch: Building a Community of Writers  4 weeks	Learning from Authors: Improving Narrative Writing  6 weeks	Writing to Teach Others: Scientific Procedures Writing About Topics to Become Experts  9 weeks		Opinion Writing Persuasive Letters and Essays 6 weeks		Poetry: Big Thoughts in Small Packages  4 weeks	Learning From Traditional Literature: Improving Narrative Writing (Fairytales)  6 weeks	



Grade 3	Reading	Launching Reader’s Workshop: Building a Reading Community with Stamina and Meaning 3 Weeks		Author Study: A Study of Narrative Elements and Craft  5 Weeks	Realistic Fiction: Main Character Study  3 Weeks	Fiction: Introduction to Mystery  3 Weeks	Using Text Structures to Comprehend Expository Nonfiction  4 Weeks	Research: Skills and Strategies  7 Weeks			Fiction: Fables, Folktales, and Fairytales: An Intro into Cultural Literacy  5 Weeks	
	Writing	Launching Writing Workshop: Building a Community of Writers 3 Weeks	Literary Essay: Reflecting on Stories through Writing  5 Weeks		Realistic Fiction: Writing Stories Based on Reality  8 Weeks		The Art of Informational Writing: From Chapter Books to Essays  5 Weeks		Content Area Research  2 Weeks	Persuasive Writing: Finding a Voice in Your Community  5 Weeks	Crafting Narrative Stories Writing Personal Narratives  5 Weeks	
Grade 4	Reading	Launching Reader’s Workshop  3 weeks	Realistic Fiction: A Study of Characters and Their Relationships  6 weeks		Author Study: A Focus on Character and Theme  6 weeks	Non Fiction: Review and Analysis of Text Features and Organizational Structures 3 weeks	Non Fiction: Reading Like a Researcher  Topic of Interest  4 weeks		Article Investigation 4weeks	Historical Fiction: A Journey to the Past  6 weeks	Folktales, Fables, and Myths: A Study of Traditional Literature 4 weeks	Examining the Creative Arts Through Poetry and Drama  Infused Cross Curricular 5 Weeks
	Writing	Launching Writer’s Workshop: Setting the Foundation of Writing Narratives 3 weeks	Realistic Fiction: Character Development  6 weeks		Literary Essay: Exploring Character and Theme  6 weeks	Writing to Teach: Exploring Structures in Informational Writing  7 weeks		Persuasive Writing: Take a Stance  7 weeks			Open Workshop  4 weeks	
Grade 5	Reading	Character Study / Realistic Fiction: An In-Depth Character Study 6 Weeks	Short Fiction: A Study of Narrative Analysis, Theme, and Perspective  5 Weeks		Historical Fiction: Exploring Characters Through Adversity  7 Weeks	Nonfiction: Researching Debatable Issues  6 Weeks		Understanding Setting and Social Issues Through Fantasy  5 Weeks			Open Workshop Selections: Mystery: A Study of Critical Thinking Poetry & Performing Arts 3 Weeks	
	Writing	Narrative Craft: Complex Character and Sophisticated Conflict 6 Weeks	Literary Essay: Writing Analytically about Reading  5 Weeks		Informational Writing: Feature Articles on Topics of Personal Expertise  7 Weeks	Research-Based Argument Essay: Understanding Both Sides & Taking a Position  6 Weeks		Open Workshop Selections: Poetry Personal Narrative  8 Weeks				

## **APPENDIX B: RESOURCES**

The Complete Year in Reading and Writing, copyright 2008 ISBN -13: 978-0-545-04636-7

Units of Study in Opinion, Information, and Narrative Writing, copyright 2.13 ISBN-13 978-0-325-04710-2

Foundations Second Edition, copyright 2012 ISBN – 978-1-56778-522-7

A Curricular Plan for The Reading Workshop, copyright ISBN- 13: 978-0-325-04304-3

Fundamentals of Grammar and Conventions, copyright 2011 ISBN - 9781937694210