

Quinton Township School District
English Language Arts Literacy-Reading
Grade 2

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Reading Growth Spurt	Pacing:	45 Days
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Unit Summary: The first bend launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension. The second bend recruits students to work on tackling hard words. The final bend invites readers to use what they are learning in writing to help them think more deeply in reading.

Objectives:

Bend 1

- Students will be able to understand and demonstrate procedures and routines of Reading Workshop.
- Students will be able to recognize self as a reader and the class as a community of readers.
- Students will be able to change how they read as they read.
- Students will be able to increase reading fluency.
- Students will be able to set goals for volume and stamina.
- Students will be able to implement the use of post-its productively to keep track of their thinking through their books.
- Students will be able to converse with peers about their books.

Bend 2

- Students will be able to use all their strategies to solve tricky words.

- Students will be able to use two strategies at once to tackle hard parts.
- Students will be able to read beginnings and endings in a snap.
- Students will be able to self-monitor their reading.

Bend 3

- Students will be able to identify authors' intentions.
- Students will be able to notice and apply craft moves from authors to their own reading.
- Students will be able to provide feedback to peers.
- Students will be able to identify masterful writing.
- Students will be able to retell their stories.
- Students will be able to reflect upon reading goals.

Essential Questions:

- What are the procedures and expectations of the Reading Workshop and why are they important for writers?
- How can noticing what good writers do help me as a reader?
- How can my partner help me to become a better reader?
- What can I do to improve my reading?
- How can readers solve tricky words and persevere through hard parts?
- What do good readers do at the end of a book?

Common Core State Standards/Learning Targets:

Bend 1

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.10, RF.2.3, RF.2.4, W.2.3, SL.2.1, L.2.1, L.2.3, L.2.4, L.2.5, [8.1](#), [9.2.4.A.1](#), [9.2.4.A.2](#), [9.2.4.A.3](#)

Bend 2

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RF.2.3, RF.2.4, W.2.8, SL.2.1, L.2.1, L.2.3, L.2.4, L.2.5, [8.1](#)

Bend 3

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, W.2.1, W.2.3, W.2.7, SL.2.1, SL.2.3, L.2.1, L.2.2, L.2.3, RL.2.9, [8.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Bend 1</u> Day 1-Understand procedures and routines of Reader’s Workshop Session 1- As readers grow, they get to choose not only <i>what</i> they are going to read but also <i>how</i> they are going to read. Session 2-Readers think, “How does this book want to be read?” Session 3 -Readers get stronger by setting goals and pushing themselves to read more and longer each day. Session 4- Readers scoop up words that can be read easily and right away. Session 5-Readers stop to retell story events in order. Session 6- Mark places in their books to go back and talk about those ideas.</p> <p><u>Bend 2</u> Session 7- Readers use all their strategies to figure out tricky words.</p>	<p><u>Bend 1</u> Day 1- Getting Oriented (p. xii) Session 1- Readers Choose <i>How</i> to Read Session 2- Second-Grade Readers Take a Sneak peek to Decide How a Book <i>Wants</i> to be Read Session 3-Readers Get Stronger by Reading a Lot Session 4- Readers Read in Longer Phrases, Scooping Up Snap Words Session 5- Keeping Tabs on Comprehension Session 6- Second-Graders Can Mark Their Thinking with a Post-it</p> <p><u>Bend 2</u> Session 7- Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on <i>Everything</i> They Know Session 8-Readers Use More Than</p>	<p><u>Bend 1</u> Day 1- tubs of books with approximate reading levels, book bins Session 1- Bins of books for each table, Post-its, <i>There Was an Old Lady Who Swallowed a Fly</i>, anchor charts “Readers Grow Like Beanstalks!” and “Reading Partners Work Together” (from first grade) Session 2- Anchor chart “Readers Grow like Beanstalks!,” <i>Katie Woo Has the Flu</i>, Post-its Session 3-One Fly Guy book, one Frog and Toad book, one Cam Jansen book, anchor chart “Readers Grow Like Beanstalks!”, copy of reading log for each student,</p>	<ul style="list-style-type: none"> ● Smartboard Applications ● Google Application ● Chromebooks
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<p>Session 8- Readers figure out what makes sense and check the first letters. Session 9- Read words part by part and read the beginnings and endings they already know in a snap.</p> <p>Session 10- Readers identify vowel teams in the middle of words.</p> <p>Session 11- Readers think about what the word means after they figure out how to say it.</p> <p>Session 12- Readers stop as soon as something doesn't seem right and fix it up.</p> <p><u>Bend 3</u></p> <p>Session 13- Readers notice the ways authors make them react when they read and think about the author's purpose.</p> <p>Session 14- Readers notice an author's craft move and try it in their own writing</p> <p>Session 15- When readers reach the end of a story, they think back about how the whole story clicks together. Session 16- Readers think about what</p>	<p>One Strategy at a Time</p> <p>Session 9- Some Beginnings and Endings Can be Read in a Snap</p> <p>Session 10- Don't Forget the Middle!</p> <p>Session 11- Readers Have Strategies for Figuring Out Brand-New Words, Too</p> <p>Session 12- Readers Check Themselves and Their Reading</p> <p><u>Bend 3</u></p> <p>Session 13- Authors Have Intentions</p> <p>Session 14- Readers Don't Just Notice Craft Moves- They Try Them!</p> <p>Session 15- Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing</p> <p>Session 16- Readers Think, "What Does the Author Want to Teach Me?"</p> <p>Session 17- Celebrate How Much Readers Have Grown</p> <p>Session 18- Read Aloud</p> <p>Session 19- Shared Reading</p>	<p>stamina chart</p> <p>Session 4- <i>Katie Woo Has the Flu</i>, "Readers Grow Like Beanstalks!" anchor chart, <i>There Was an old Lady Who Swallowed a Fly</i></p> <p>Session 5- Post-its, <i>Katie Woo Has the Flu</i>, anchor chart "Readers Grow Like Beanstalks"</p> <p>Session 6- Post-its, <i>Katie Woo Has the Flu</i>, anchor chart "Readers Grow Like Beanstalks"</p> <p><u>Bend 2</u></p> <p>Session 7- book baggies and a 'shopping list' of how many books they are to get, a few books of different levels, a few familiar books to show children the kinds of tricky words they will encounter (<i>Those Darn Squirrels</i>, <i>Mrs. Jafee Is Daffy!</i>), "When Words Are Tricky, Roll Up Your Sleeves!" anchor chart, whiteboards</p>	
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<p>the author is trying to teach them. Session 17- Reader's Celebration Session 18- The teacher will model all</p>		<p>and markers Session 8- "When Words</p>	
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<p>the strategies learned during the unit through a read aloud. (2 days) Session 19- Readers grow stronger together by dissecting a book and strategies across a week. (5 days)</p>		<p>Are Tricky, Roll Up Your Sleeves!” anchor chart, sentence strips, Post-its, book bins, cards with goals for each child “Readers Grow Like Beanstalks!” anchor chart Session 9- sentence strips, <i>Katie Woo Has the Flu</i>, “When Words are Tricky, Roll Up Your Sleeves” anchor chart Session 10-whiteboards and markers, list of vowel team words, index cards, pocket chart, <i>Katie Woo Has the Flu</i>, “When Words Are Tricky, Roll Up Your Sleeves!” chart Session 11- Short writing sample with vocab students have never seen before, Post-its, <i>Katie Woo Has the Flu</i>, sentence strips,</p>	
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		anchor charts Session 12- Jokes for each student, one-day chart “Readers Check Themselves”	
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		<p><u>Bend 3</u></p> <p>Session 13- <i>Those Darn Squirrels</i>, Post-its, “Authors Have Intentions- So Pay Attention!” anchor chart, “Learning Writing Moves from our Favorite Authors” one-day anchor chart</p> <p>Session 14- Writing folders, “Diary of a Wimpy Kid”, “Owl Moon”, tools for writing</p> <p>Session 14- Whiteboard, shared writing piece from writing workshop, <i>Those Darn Squirrels</i>, “Authors Have Intentions- So Pay Attention!” anchor chart</p> <p>Session 15- A Mercy Watson book, <i>Those Darn Squirrels</i>, Post-its, “Authors Have Intentions- So Pay</p>	
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		<p>Attention!” chart Session 16- <i>Those Darn Squirrels</i>, Post-its, “Authors Have Intentions- So Pay Attention!” chart, “Authors Often Think Alike” chart, a book with a back cover blurb</p>	
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		<p>and table of contents, “Readers Talk About Books” chart for each child (small copy) Session 17- anchor charts from the unit, stacks of books, book bins Session 18- <i>Those Darn Squirrels</i>, chart paper, “Authors Have Intentions So Pay Attention!” chart Session 19- <i>Mercy Watson</i>, song of your choice (example, “There Was an</p>	
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		Old Lady Who Swallowed a Fly”	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Self-reflections • Running records for fluency and accuracy • Teacher-student conferences • Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa • Students’ post-its/jots during reading <ul style="list-style-type: none"> • Anecdotal Notes 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas & Pinnell Benchmark Assessment</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>Instructional practices.</p>			<p>•GiftedandTalentedCompacting Project that focuses on students' Interests higher thinking skills, And areas of giftedness (ex. Creating a game for science, Creating a diorama and book report)</p>
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Quinton Township School District
English Language Arts Literacy- Reading
Grade 2
Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Becoming Experts Reading Nonfiction	Pacing:	45 days
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Unit Summary: In the first bend, students will learn that to grow knowledge, nonfiction readers must study, notice details, and question texts they read and put pages of text together. Readers will learn not only how to approach and navigate through nonfiction texts with questions and ideas in mind but also how to read nonfiction with a voice that matches the content. There is a shift of focus to word solving and vocabulary development in the second bend. Students will be introduced to various word-solving and vocabulary-building strategies that teach them how to flexibly and efficiently solve unknown words and use those words as they learn about their topics. In the third bend, students will begin to read from text sets, choosing a topic to read about, and then connecting, comparing, and contrasting information inside and across texts.

Objectives:

Bend 1

- Students will be able to develop an understanding that nonfiction readers notice and learn.
- Students will be able to decide whether they need to reread or glance back.
- Students will be able to notice details to grow their schema.
- Students will be able to question as they read.
- Students will be able to notice where books change to learn something new.
- Students will be able to change their voices to match the information.

Bend 2

- Students will be able to apply knowledge of lingo related to their nonfiction topic.
- Students will be able to identify and define keywords.

- Students will be able to identify the glossary and its purpose.
- Students will be able to identify text features.
- Students will be able to apply context clues to identify keywords.
- Students will be able to reread their books to grow knowledge.

Bend 3

- Students will be able to write as they read to capture ideas.
- Students will be able to retell topics with information learned from more than one book.
- Students will be able to compare and contrast information learned from their books.

Essential Questions:

- What do readers do before, during, and after reading?
- How can reading aloud make me a better reader?
- How can identifying lingo and text features to help me understand what I am reading?
- How can rereading help me to become a better reader?
- How can a reading log help me to stay organized?
- How can I celebrate my reading accomplishments?

Common Core State Standards/Learning Targets:

Bend 1

RI.2.1, RI.2.3, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.10, W.2.2, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, RL.2.5, RL.2.6, RL.2.7, RF.2.3, RF.2.4, 8.1, 2-PS1-4, 2-PS1-1, K-2-ETS1-1, K-2-ETS1-3, 9.2.4.A.2, 9.2.4.A.4

Bend 2

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.9, RI.2.10, L.2.1, L.2.3, L.2.4, L.2.6, W.2.2, SL.2.1, SL.2.2, SL.2.4, SL.2.6, 8.1, 8.2, 2-ESS1-1, 2-ESS2-1

Bend 3

RI.2.1, RI.2.2, RI.2.3, RL.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.2, W.2.7, SL.2.1, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6, RF.2.3, RF.2.4, RL.2.9, 8.1, 9.2.4.A.4, 2-ESS2-2

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Bend 1</u> Session 1- Readers will pay attention to details to grow knowledge about a topic. Session 2- Readers will notice details and put them together to learn about a topic, but also notice questions that come up and will keep them in mind. Session 3- Readers will learn to ask, “What is this book teaching me?” during reading. Session 4- Students will preview all of the parts of the book before they read. Session 5- Readers will learn to pay special attention to new information.</p> <p><u>Bend 2</u> Session 6- Students will learn to build context and use new vocabulary.</p>	<p><u>Bend 1</u> Session 1- Nonfiction Readers Notice and Learn Session 2- Nonfiction Readers Notice, Learn, <i>and</i> Question Session 3- Nonfiction Readers Ask, “What Is This Book Teaching Me?” Session 4- Nonfiction Readers Ask, “How Does This Book Go?” Session 5- Celebrate the Gift of Learning Something New</p> <p><u>Bend 2</u> Session 6- Anticipating and Using the Lingo of a Nonfiction Topic Session 7- Using Text Features to Notice and Understand Keywords Session 8- Using Context to Build Knowledge of Unknown Words</p>	<p><u>Bend 1</u> Session 1- A few high-interest nonfiction books, “Readers Grow Knowledge” anchor chart, bins of books for each table, Post-its, empty cereal boxes Session 2- pennies, “Nonfiction Readers Grow Knowledge” chart, enlarged chart from demo book, <i>Knights in Shining Armor</i>, reading log Session 3- <i>Knights in Shining Armor</i>, “Nonfiction Readers Grow Knowledge”</p>	<ul style="list-style-type: none"> ● Smartboard Applications ● Google Application ● Chromebooks
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<p>Session 7- Students will identify and use text features.</p> <p>Session 8- Students will use context clues to define new words.</p> <p>Session 9- Readers will learn to be persistent in word solving.</p> <p>Session 10- Students will reread to learn more.</p> <p>Session 11- Students will learn to use the keywords to talk about the topic.</p> <p><u>Bend 3</u></p> <p>Session 12- Students will explore connections between books on the same topic.</p> <p>Session 13- Readers will add information to their whole topic as well as subtopics.</p> <p>Session 14- Students will be able to categorize information learned from multiple books.</p> <p>Session 15- Students will compare and contrast information from books on the same topic.</p> <p>Session 16- Students will be able to retell their topic.</p>	<p>Session 9- Solving Words Takes Strategic and Flexible Thinking</p> <p>Session 10- Rereading Like Experts</p> <p>Session 11- Talk the Talk and Walk the Walk! Using Lingo to Teach Others</p> <p><u>Bend 3</u></p> <p>Session 12- Growing Knowledge across Books! Getting Ready to Read (and Learn) a Bunch!</p> <p>Session 13- Nonfiction Readers Add Information across Books</p> <p>Session 14- Thinking and Rethinking about How Information is Connected across Books</p> <p>Session 15- Finding, Thinking, and Talking about What Is the Same and What Is Different</p> <p>Session 16- Readers Retell Topics, Not Just Books</p> <p>Session 17- Getting Ready for the Celebration</p> <p>Session 18- Celebration: Pay It Forward by Teaching Others</p> <p>Session 19- Read Aloud</p>	<p>chart, “Readers GROW Like Beanstalks” chart</p> <p>Session 4- Demonstration book wrapped with a bow, <i>Tigers</i>, Post-its</p> <p>Session 5- Gift wrapped high-interest book, nonfiction books as examples, Post-its</p> <p><u>Bend 2</u></p> <p>Session 6- highlighter tape, “Nonfiction Readers Grow Knowledge” chart, “Talk the Talk! Read to Learn the Lingo!” chart</p> <p>Session 7- “Talk the Talk! Read to Learn the Lingo!” chart, <i>Tigers</i> by Linda Marsh</p>	
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<p>Session 17- Students will celebrate by teaching others about their topics.</p> <p>Session 18- Students will listen to</p>	<p>Session 20- Shared Reading</p>	<p>Session 8- “Talk the Talk! Read to Learn the Lingo!” chart, <i>Tigers</i></p> <p>Session 9- <i>Tigers</i> with words highlighted to practice today’s</p>	
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<p>others and identify facts peers have taught them.</p> <p>Session 19- The teacher will model all the strategies learned during the unit through a read aloud. (2 days)</p> <p>Session 20- Readers grow stronger together by dissecting a book and strategies across a week. (5 days)</p>		<p>strategy, prepare a word with a pronunciation guide, “Talk the Talk! Read to Learn the Lingo!” chart</p> <p>Session 10- Prepare a passage from <i>Tigers</i> to share, “Talk the Talk! Read to Learn the Lingo!” chart</p> <p>Session 11- Demonstration text, Post-its,</p> <p><u>Bend 3</u></p> <p>Session 12- text sets, gift wrap a new demonstration text, “Experts Grow Knowledge Across Books” chart, Post-its</p> <p>Session 13- “Experts Grow Knowledge Across Books!”</p>	
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		chart, <i>Tigers</i> by Linda Marsh and <i>Amazing Animals: Tigers</i> by Valerie Bodden, Post-its Session 14- Three	
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		<p>photos of bears (one of a brown bear stripping a blueberry bush, another of a black bear catching salmon, and the third of a bear climbing a tree), <i>Amazing Animals: Tigers and Tigers</i>, “Experts Grow Knowledge Across Books!” chart, copies of “Ways to Say More” for partnerships Session 15- <i>Tigers</i> and <i>Amazing Animals: Tigers</i>, “Experts Grow Knowledge Across Books!” chart, <i>Knights in Shining Armor</i> by Gail Gibbons, “Ways to Say More” talk</p>	
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		prompt sheet Session 16- <i>Tigers</i> and <i>Amazing</i> <i>Animals:</i> <i>Tigers</i> demonstration texts, “Experts Grow Knowledge Across Books!” chart	
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		<p>Session 17- Typed letter from the book fairy, demonstration texts <i>Tigers</i> and <i>Amazing Animals: Tigers</i>, Post-its, markers, booklets, “Talk the Talk! Read to Learn the Lingo!” chart</p> <p>Session 18- “A Day in the Life, Museum Curator” video, Post-its, celebratory red ribbon, Tour Guide buttons, small stack of brightly colored paper and pens</p> <p>Session 19- <i>Knights in Shining Armor</i> by Gail Gibbons, Post-its, chart paper, “Talk the Talk! Read to Learn the Lingo!” and “Readers TALK</p>	
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		about Books” anchor charts, chart paper Session 20- <i>Tigers</i> by Laura Marsh, song or poem about tigers or animals (example, “I Just Can’t Wait to Be King”), anchor charts from the unit	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Self-reflections ● Running records for fluency and accuracy ● Teacher-student conferences ● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa ● Students’ post-its/jots during reading ● Anecdotal Notes 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas and Pinnell Benchmark Assessment</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none">• RTI	<ul style="list-style-type: none">• RTI• Speech/Language Therapy	<ul style="list-style-type: none">• RTI Tiered Interventions following RTI framework	

<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students’ understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. 	<ul style="list-style-type: none"> ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students’ native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one’s relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students’ interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<ul style="list-style-type: none"> • Utilize homework recorder within SIS. • Allow for copies of notes to be 			
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<p>shared out.</p> <ul style="list-style-type: none"> • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
English Language Arts Literacy-Reading
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Bigger Books Mean Amping Up Reading Power	Pacing:	45 Days
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Unit Summary: Students will learn throughout this unit how to become a more powerful reader. In the first bend, students will rehearse reading voices, scoop up words into phrases, notice dialogue tags, and adjust to a just-right reading pace. In Bend 2, students will learn to recognize and determine meaning of literary language. Students will gain experience working with comparisons, idioms, and will also learn to notice when authors play with words. In the third bend, students will continue to build stamina, establish routines with partners, and learn to utilize writing as a tool to help them solve reading problems. In the final bend, students will organize goal clubs, self-assess and set their own goals, and learn how to give accurate and appropriate feedback to peers.

Objectives:

Bend 1

- Students will be able to rehearse their reading voices.
- Students will be able to read fluently through reading in phrases.
- Students will be able to notice dialogue tags and change their reading voice accordingly.
- Students will be able to adjust to a just-right reading pace.
- Students will be able to utilize a reading log to track and assess their own reading.
- Students will be able to reread to make reading voices smooth.

Bend Two

- Students will be able to recognize and determine meaning of literary language.
- Students will be able to identify comparisons and the accompanying feeling in the book.
- Students will be able to identify and understand idioms.
- Students will be able to adjust intonation while reading according to their 'reading clues.

Bend 3

- Students will be able to establish routines for working with a reading partner.
- Students will be able to determine importance of ideas in a text.
- Students will be able to keep track of their thinking during reading.
- Students will be able to apply writing strategies to solve their reading problems.

Bend 4

- Students will be able to set reading goals for themselves.
- Students will be able to assess their own reading progress.
- Students will be able to organize goal clubs.
- Students will be able to provide feedback for group members.

Essential Questions:

- How do readers increase their reading fluency?
- How do readers self-assess and set goals?
- What strategies help a reader understand the author's intent in a text?
- How can conversation and partner work help me become a better reader?
- How does literary language enhance reading?
- What are some reading or writing strategies I can use to help me keep track of a book?

Common Core State Standards/Learning Targets:

Bend 1

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.10, RF.2.3, RF.2.4, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6, 8.1, 8.2

Bend 2

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.10, SL.2.1, SL.2.4, SL.2.6, RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, L.2.1, L.2.3, L.2.4, L.2.5, L.2.6, 8.1

Bend 3

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10, SL.2.1, SL.2.4, SL.2.6, RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, L.2.1, L.2.3, L.2.4, L.2.6, 8.1

Bend 4

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, SL.2.1, SL.2.6, RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, L.2.1, L.2.2., L.2.3, L.2.4, L.2.5, L.2.6, 8.1

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><u>Bend 1</u> Session 1- Readers learn to reread out loud to adjust their reading voice. Session 2- Readers learn to notice punctuation to help their reading sound right.</p>	<p><u>Bend 1</u> Session 1- Rehearsing Reading Voices Session 2- Scooping Up Words into Phrases Session 3- Noticing Dialogue Tags Session 4- Using Meaning to Read</p>	<p><u>Bend 1</u> Session 1- fiction books at independent levels, <i>Owl Moon</i>, “Making Your Reading More Fluent” anchor</p>	<ul style="list-style-type: none"> ● Smartboard Applications ● Google Application ● Chromebooks

<p>Session 3- Readers will notice dialogue tags and learn to read with expression.</p> <p>Session 4- Readers will identify the meaning of the text to help them get the expression correct.</p> <p>Session 5- Students will practice reading at a just-right pace.</p> <p><u>Bend 2</u></p> <p>Session 6- Readers will pay attention to literary language to understand an author’s purpose.</p> <p>Session 7- Students will learn to combine knowledge of both things in a given comparison.</p> <p>Session 8- Readers will determine the author’s meaning behind creative word play.</p> <p>Session 9- Students will learn to determine meaning behind special language.</p> <p><u>Bend 3</u></p> <p>Session 10- Students will learn how to talk about and ask questions about a book with a partner.</p>	<p>Fluently</p> <p>Session 5- Reading at a Just-Right Pace</p> <p><u>Bend 2</u></p> <p>Session 6- Recognizing Literary Language</p> <p>Session 7- Understanding Comparisons</p> <p>Session 8- Noticing When Authors Play with Words</p> <p>Session 9- Reading as a Writer Focusing on Special Language</p> <p><u>Bend 3</u></p> <p>Session 10- Setting Up Routines for Same-Book Partners</p> <p>Session 11- Holding On to Stories Even When Books Are Long</p> <p>Session 12- Staying on Track When Books Get Tricky</p> <p>Session 13- Using Writing to Solve Reading Problems</p> <p><u>Bend 4</u></p> <p>Session 14- Self-Assessing and Setting Goals</p>	<p>chart, Post-its, reading logs</p> <p>Session 2- “Rereading song,” <i>Houndsley and Catina</i>, “Making Your Reading More Fluent” anchor chart, “Partners Reread Together to…” anchor chart</p> <p>Session 3- sentence strips, <i>Houndsley and Catina</i>, “Making Your Reading More Fluent” anchor chart, “Partners Read Together to” anchor chart</p> <p>Session 4- chart paper with small passage for students to read, <i>Houndsley and Catina</i>, “Making Your Reading More Fluent” chart</p> <p>Session 5-</p>	
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<p>Session 11- Students will be able to take notes to keep track of their</p>	<p>Session 15- Organizing Goal Clubs Session 16- Giving Feedback to Group Members</p>	<p><i>Houndsley and Catina</i>, “Making Your Reading More Fluent” chart, reading logs</p> <p><u>Bend 2</u></p>	
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<p>reading.</p> <p>Session 12- Students will learn to slow down, reread, and ask questions during reading.</p> <p>Session 13- Students will be able to use writing to help clarify confusing parts in their reading.</p> <p><u>Bend 4</u></p> <p>Session 14- Students will self-assess their reading and set goals.</p> <p>Session 15- Readers will work with their groups to set paths to accomplish their goals.</p> <p>Session 16- Students will be able to provide helpful feedback to others. Session 17- Students celebrate their reading growth.</p> <p>Session 18- The teacher will model all the strategies learned during the unit through a read aloud. (2 days)</p> <p>Session 19- Readers grow stronger together by dissecting a book and strategies across a week. (5 days)</p>	<p>Session 17- Celebration</p> <p>Session 18- Read Aloud</p> <p>Session 19- Shared Reading</p>	<p>Session 6- <i>Owl Moon</i>, “Understanding Literary Language” chart, Post-its, “Partners Reread Together to...” anchor chart</p> <p>Session 7- <i>Come On, Rain!</i>, “Understanding Literary Language” chart, baskets of poetry and books with comparisons, prompts on index cards</p> <p>Session 8- <i>Happy Like Soccer, Amelia Bedelia Goes Camping, The King Who Rained</i>, a variety of grade-appropriate texts that contain literary language, reading log, Post-its,</p>	
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		<p>“Understanding Literary Language” chart Session 9- Charts related to writing craft from writing workshop,</p>	
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		<p>Post-its, writing folders, blank piece of paper for jotting student-shared ideas</p> <p><u>Bend 3</u></p> <p>Session 10- copies of the same books for partners, prepare to show a book that students might have been reading in September, one they can read now, and one they may read in the future, “Same-Book Partners” chart, “Questions Partners Ask Each Other” bookmark, Post-its</p> <p>Session 11- Prepared book overloaded with</p>	
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		post-its containing itty bitty details, <i>Minnie and Moo Go Dancing</i> , “Keeping Track of Longer books” anchor chart, Post-its, items used to change into a	
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		<p>character</p> <p>Session 12- <i>Minnie and Moo Go Dancing</i>, “Keeping Track of Longer Books”</p> <p>Session 13- “reading emergency kit” (pencil and Post-its), <i>Minnie and Moo Go Dancing</i>, chart paper to note common reading problems with longer books, “Keeping Track of Longer Books” chart</p> <p><u>Bend 4</u></p> <p>Session 14- anchor charts from each bend: “Making Your Reading More Fluent,” “Understanding Literary Language,” and “Keeping Track</p>	
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		<p>of Longer Books,” <i>Happy Like Soccer</i>, Post-its, copies of anchor charts for each goal club Session 15- List of questions for each</p>	
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		<p>group to consider when making a plan, blank “Club Plan” for each group, “Working Together in Goal Clubs” chart</p> <p>Session 16- “Making Your Reading More Fluent” chart, prepare a prop, “Working Together in Goal Clubs” chart</p> <p>Session 17- Books for the students to read, “Working Together in Goal Clubs” chart, paper and markers</p> <p>Session 18- <i>Minnie and Moo Go Dancing</i>, post-its, pencils, chart paper,</p> <p>Session 19- <i>Happy Like Soccer</i>, Post-its</p>	
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Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Self-reflections <ul style="list-style-type: none"> ● Running records for fluency and accuracy ● Teacher-student conferences ● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa ● Students' post-its/jots during reading ● Anecdotal Notes 	<p>Final Assessment/Benchmark/Project: Fountas and Pinnell Benchmark Assessment</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
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<ul style="list-style-type: none"> ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as 	<p>communications for parents in native language</p> <ul style="list-style-type: none"> ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>completion of work.</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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necessary. ● Establish a consistent and daily routine			
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**Quinton Township School District
English Language Arts Literacy-Reading
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Series Book Clubs	Pacing:	45 Days
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Unit Summary: In the first bend of this unit, students will begin reading a series with their partners and begin collecting information about the main characters. In the second bend, students will reread to engage in inquiry and think about the craft the author uses. Students will study ways authors use word choice, figurative language, punctuation, and even patterns to construct their series. In the third and final bend, students will begin to innovate and invent ways to share their books with others.

Objectives:

Bend 1

- Students will be able to collect information about the main characters.
- Students will be able to identify how characters respond to problems.
- Students will be able to notice similarities and differences in characters across a series.
- Students will be able to have powerful conversations about their series books.
- Students will be able to make predictions about their characters.
- Students will be able to learn about characters from their relationships with other characters.

Bend 2

- Students will be able to identify precise words.
- Students will be able to determine the meaning of literary language.
- Students will be able to notice punctuation and read accordingly.
- Students will be able to perform parts of their books.

Bend 3

- Students will be able to share best book parts with partners.
- Students will be able to share opinions by debating.
- Students will be able to collect evidence from the text.
- Students will be able to give supporting reasons in conversation about their books.

Essential Questions:

- How does a reader learn about various characters?
- How can understanding what a character thinks and feels help a reader?
- Why is character analysis important for reading comprehension?
- Why do good readers compare relationships in their own lives to book characters?
- How can an author paint a vivid picture with words?
- What is literary language and how can it be used successfully?
- Why is it important to share what you have read with other people?
- How can sharing opinions about books through debate help us become better readers?

Common Core State Standards/Learning Targets:**Bend 1**

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6, 8.1

Bend 2

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6, RF.2.4, 8.1

Bend 3

W.2.3, W.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, SL.2.1, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6, 8.1

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><u>Bend 1</u> Session 1- Students will learn to preview the book before reading. Session 2- Readers will pay attention to and think about how the characters are responding to problems. Session 3- Students will make connections in series books based on what they know the character always does or always feels. Session 4- Readers will think about the things they have learned about the characters to understand them even better, like experts. Session 5- Students will be able to predict based on what they know about their main character already. Session 6- Students will compare relationships in their books to relationships in their own lives.</p>	<p><u>Bend 1</u> Session 1- Series Book Readers Collect Information about the Main Characters Session 2- Series Book Readers Pay Attention to How Characters Respond to Problems Session 3- Series Book Readers Notice Similarities in Their Characters across a Series Session 4- Series Book Readers Grow to Understand the Characters Session 5- Series Book Readers Use What They Know about the Characters to Predict Session 6- Series Book Readers Learn about Characters from Their Relationships with Other Characters <u>Bend 2</u></p>	<p><u>Bend 1</u> Session 1- duplicate copies of an unfamiliar book for partnerships, <i>Days with Frog and Toad</i> by Arnold Lobel, “Series Readers Become Experts on Characters” chart, Post-its Session 2- “Series Readers Become Experts on Characters” chart, <i>Days with Frog and Toad</i>, Post-its Session 3- signs for names of book clubs, “Clubs Talk Together” chart, <i>Days with Frog and Toad</i>, “Series</p>	<ul style="list-style-type: none"> ● Smartboard Applications ● Google Application ● Chromebooks

<p><u>Bend 2</u> Session 7- Students will determine how authors paint a vivid picture for the reader with words. Session 8- Readers will pay close attention to the specific words authors choose to know what is happening in a story. Session 9- Students will figure out the author’s true meaning through the use of literary language. Session 10- Students will learn to look at how the whole story is supposed to go. Session 11- Readers will listen for author’s craft to read like storytellers. Session 12- Readers pay attention to the ending of a story.</p> <p><u>Bend 3</u> Session 13- Students will learn to share their reading with others. Session 14- Readers will prepare a presentation to share their completed book with others. Session 15- Readers will retell the important parts.</p>	<p>Session 7- Authors Paint Pictures with Words Session 8- Authors Use Precise Words Session 9- Authors Use Literary Language to Make Ordinary Extraordinary Session 10- Authors Think about How Whole Stories- and Series- Will Go Session 11- Authors Have Ways to Bring Stories to Life Session 12- Authors Plan Their Story Endings</p> <p><u>Bend 3</u> Session 13- When Readers Love a Series, They Can’t Keep It to Themselves Session 14- Planning the Very Best Way to Share a Book Session 15- Readers Share Books They Love with Friends: A Book Swap Session 16- Sharing Opinions by Debating Session 17- Celebration: Supporting Reasons with Examples</p>	<p>Readers Become Experts on Characters” chart, Post-its, chart paper Session 4- <i>Days with Frog and Toad</i>, “Series Readers Become Experts on Characters” chart Session 5- picture of a hot air balloon, “Series Readers Become Experts on Characters”, <i>Days with Frog and Toad</i>, Post-its Session 6- “Series Readers Become Experts on Characters” chart, <i>Pinky and Rex and the Bully</i>, <i>The Stories Julian Tells</i>, Post-its, “Keeping Track of Longer</p>	
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Session 16- Students will learn how	to Strengthen Debate Work	Books” chart <u>Bend 2</u> Session 7- a picture of <i>A Sunday</i> <i>Afternoon on the</i> <i>Island of La Grande</i>	
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<p>to debate to share their opinions. Session 17- Students will use evidence from the book to support their opinions. Session 18- The teacher will model all the strategies learned during the unit through a read aloud. (2 days) Session 19- Readers grow stronger together by dissecting a book and strategies across a week. (5 days)</p>		<p><i>Jette</i> by George Seurat, <i>Magic Tree House: Polar Bears Past Bedtime</i>, “How Do Authors Paint Pictures with Words?” chart Session 8- <i>Days with Frog and Toad, The Stories Julian Tells</i>, “Series Readers Become Experts on the Author’s Craft” chart Session 9- “Understanding Literary Language” chart, <i>The Stories Julian Tells</i>, “Series Readers Become Experts on Author’s Craft” chart Session 10- <i>Days with Frog and Toad</i>, “Series Readers</p>	
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		Become Experts on Author's Craft" chart Session 11- <i>The Stories Julian Tells,</i> "Series Readers Become Experts on Author's	
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		<p>Craft” and “How Authors Bring a Story to Life” anchor charts</p> <p>Session 12-”Series Readers Become Experts on Author’s Craft” chart, <i>Days with Frog and Toad</i></p> <p><u>Bend 3</u></p> <p>Session 13- “The Magic Penny” song, “How We Can Share and Give Away Books that We Love” chart</p> <p>Session 14- Post-its, completed books</p> <p>Session 15- Completed books to share, Post-its</p> <p>Session 16- <i>Days with Frog and Toad</i>, Post-its</p> <p>Session 17- <i>Days with Frog and Toad</i>, finished series books</p> <p>Session 18- <i>The</i></p>	
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		<i>Stories Julian Tells,</i> “Readers Talk About Books” chart, post-its, pencils, chart paper,	
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		Session 19- <i>The Stories Julian Tells,</i> Post-its, “Magic Penny” song	
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Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student

- progress:**
- **Self-reflections**
 - **Running records for fluency and accuracy**
 - **Teacher-student conferences**
 - **Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa**
 - **Students' post-its/jots during reading**
 - **Anecdotal Notes**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

**Final Assessment/Benchmark/Project:
Fountas and Pinnell Benchmark Assessment**

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI <ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations <ul style="list-style-type: none"> ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques <ul style="list-style-type: none"> ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible <ul style="list-style-type: none"> ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1, 2, and 3 words to assist students' understanding of instructional texts. <ul style="list-style-type: none"> ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. <ul style="list-style-type: none"> ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to or recorded reading. ● Provide individualized assistance as necessary. ● Allow for groupwork (strategically selected) and 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use <ul style="list-style-type: none"> ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language <ul style="list-style-type: none"> ● Invite student to afterschool tutoring sessions ● Basic Skills Instruction <ul style="list-style-type: none"> ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework <ul style="list-style-type: none"> ● Support instruction with RTI intervention resources ● Provide afterschool tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modification to instructional plans based on I and RS Plan. <ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self initiated and self directed learning and growth. ● Provide for the development of self understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<p>collaboration as necessary. • Utilize homework recorder</p>			
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<p>within SIS.</p> <ul style="list-style-type: none"> • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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