

**Quinton Township School District**  
**English Language Arts Literacy-Writing**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Improving Narrative Writing	<b>Pacing:</b>	45 days
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**Unit Summary:** The students will live like ‘master’ writers, finding small moment ideas in their own lives and recording them. Over the course of the unit, the students will be taught ways to stretch out and magnify small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. In addition, the students will focus on understanding why an author would use a particular craft move and attempt to use the craft moves in their writing. Finally, students will make reading and writing connections, drawing on everything they have learned to discover craft moves in books they are reading on their own and to apply these to their own writing.

**Objectives:**

Bend 1

- Students will be able to understand and demonstrate procedures and routines of Writing Workshop.
- Students will be able to recognize oneself as a writer and the class as a community of writers.
- Students will be able to recognize the role of Table Monitor.
- Students will be able to know and apply the “When We Are Done, We Just Have Begun” rule of writing.
- Students will be able to know and apply the concept of working independently as a writer/problem solver.
- Students will be able to produce pictures and words to tell about something they know.
- Students will be able to implement the writing process while creating meaningful writing through experiences.
- Students will be able to capture everyday moments and save them as possible story ideas to write later.
- Students will be able to understand and create stories by stretching out small moments through details so their readers can

take it in with all their senses.

- Students will be able to become detectives and reread their reading to make revisions.
- Students will be able to become stronger writers by looking at their writing, making plans, and setting goals.

### Bend 2

- Students will be able to use a storytelling voice.
- Students will be able to use books as writing resources.
- Students will be able to create powerful writing by trying out craft moves learned from mentor authors.

### Bend 3

- Students will be able to edit for punctuation, spelling, commas, capitals, and word choices.
- Students will be able to provide feedback to peers.
- Students will be able to use mentor authors to learn about precise, beautiful language.
- Students will be able to reflect upon writing goals.

### **Essential Questions:**

- What are the procedures and expectations of the Writing Workshop and why are they important for writers?
- How do writers use written language/drawings to represent stories?
- How can my own experiences help me become an eager and confident writer?
- What can I do to make my writing more readable?
- How can stories be revised to improve writing?

### **Common Core State Standards/Learning Targets:**

#### **Bend 1**

W.2.3, W.2.5, W.2.7, W.2.8, W.3.3.a, W.3.3.b, W.3.10, W.2.10, RL.2.1, RL.2.3, RL.2.5, RL.2.10, RL.3.1, SL.2.1, SL.2.4, L.2.1, L.2.2, L.2.3, L.3.3.c W.2.3, W.3.3.a, RL.2.3, RL.2.4, RL.2.7, SL.2.3, L.2.5, SL.2.2, W.2.5, W.3.3.b, W.3.10, W.2.3, W.2.5, RL.2.2, RL.3.4, SL.2.1, SL.2.4, L.2.2, L.2.3, L.2.5, L.2.6, 8.1, 2-ESS1-1, 2-LS4-1, 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4

**Bend 2**

W.2.3, W.2.5, W.3.3, W.3.3b, W.3.10, RL.2.1, RL.2.2, RL.2.4, RL.2.10, RL.3.3, RL.3.4, RFS.2.4, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6, 8.1, 2-ESS1-1

**Bend 3**

W.2.3, RFS.2.4, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, 8.1

**CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>Bend 1</u></b>  <b>Session 1</b>-Understand procedures and routines of Writer’s Workshop  <b>Session 2</b>-Understand procedures and routines of Writer’s Workshop, Use pictures or words to tell about something they know, Write/draw independently for 20 minutes, Recognize self as a writer and the class as a community of writers  <b>Session 3</b>-Writers will know that “When We Are Done, We Have Just Begun”, Determine Table Monitor and his/her role  <b>Session 4</b> -Work independently as a writer/problem solver, Brainstorm</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>- “A Guide to the Common Core Writing Workshop” (Ch.5)  <b>Session 2</b>-“Launching the Writing Workshop” (Gr. K)  <b>Session 3</b>-“We are all Writers” (pages 2-8, Gr. K)  <b>Session 4</b>- “Launching the Writing Workshop” (pages 10-16, Gr.K)  <b>Session 5</b>- “Launching the Writing Workshop”  <b>Session 6</b>-“Launching the Writing Workshop” (pages 25-32, Gr. K)  <b>Session 7</b>- “Launching the Writing Workshop” (pages 33-40, Gr. K)  <b>Session 8</b>-“Improving Narrative</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>-Paper, pencil, crayons, markers  <b>Session 2</b>-Paper, pencil, crayons, markers  <b>Session 3</b>-Paper, pencil, crayons, markers, chart paper  <b>Session 4</b>-Two-pocket folders with red/green stickers, date stamp  <b>Session 5</b>-Paper, pencil, crayons, markers, chart paper,</p>	<ul style="list-style-type: none"> <li>● Smartboard Applications</li> <li>● Google Application</li> <li>● Chromebooks</li> </ul>

<p>solutions to individual/group problems</p> <p><b>Session 5</b>-Participate in writing process,Stretch out words to write them and use word wall as a writing tool</p> <p><b>Session 6</b>-Create meaningful writing through experiences</p> <p><b>Session 7</b>-Continue to create meaningful writing through experiences, Capture everyday moments and save them as possible story ideas to write later</p> <p><b>Session 8</b>-Discovering Small moments that matter; Generating ideas for writing</p> <p><b>Session 9</b>-Capturing story ideas</p> <p>Session 10-Stretching out small moments</p> <p><b>Session 11</b>-Writing with detail; magnifying a small moment</p> <p><b>Session 12</b>-Crafting powerful endings</p> <p><b>Session 13</b>-Setting Goals and making plans for writing time</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 14</b>- Revising with intent</p> <p><b>Session 15</b>-Close Reading:learning writing moves from a text</p> <p><b>Session 16</b>-Learning to write in</p>	<p>Writing”</p> <p><b>Session 9</b>- “Improving Narrative Writing”</p> <p><b>Session 10</b>- “Improving Narrative Writing”</p> <p><b>Session 11</b>-“Improving Narrative Writing”</p> <p><b>Session 12</b>- ‘Improving Narrative Writing”</p> <p><b>Session 13</b>- “Improving Narrative Writing”</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 14</b>- “Improving Narrative Writing”</p> <p><b>Session 15</b>- “Improving Narrative Writing”</p> <p><b>Session 16</b>- “Improving Narrative Writing”</p> <p><b>Session 17</b>- “Improving Narrative Writing”</p> <p><b>Session 18</b>- “Improving Narrative Writing</p> <p><b>Session 19</b>- “Improving Narrative Writing”</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 20</b>- “Improving Narrative Writing”</p> <p><b>Session 21</b>-“Improving Narrative Writing”</p>	<p>two-pocket folders with red/green stickers, date stamp</p> <p><b>Session 6</b>-Paper, pencil, crayons, markers, chart paper, two-pocket folders with red/green stickers, date stamp, word wall, rubber bands</p> <p><b>Session 7</b>-Paper, pencil, crayons, markers, chart paper, two-pocket folders with red/green stickers, date stamp, word wall, rubber bands</p> <p><b>Session 8</b>- “Owl Moon”, small moment ideas, writing folders</p> <p><b>Session 9</b>- “Owl Moon”, small moment ideas, writing folders, Post-Its notes, stapled booklet for writing</p> <p><b>Session 10</b>-Writing folders, tools for revision such as revision strips and</p>	
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<p>powerful ways:trying out craft moves learned from mentor authors</p> <p><b>Session 17</b>-Emulating authors in ways that matter:revising in meaningful ways</p> <p><b>Session 18</b>-Mining mentor text for word choice:studying and revising for precise and specific language</p> <p><b>Session 19</b>-Preparing for a mini celebration</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 20</b>- Learning craft moves from any mentor text</p> <p><b>Session 21</b>- Being bold:trying new craft moves</p> <p><b>Session 22</b>- Partner feedback</p> <p><b>Session 23</b>- Editing and publishing for publication</p> <p><b>Session 24</b>- Writer’s Celebration</p>	<p><b>Session 22</b>-“Improving Narrative Writing”</p> <p><b>Session 23</b>-“Improving Narrative Writing”</p> <p><b>Session 24</b>-“Improving Narrative Writing”</p>	<p>flaps, scissors, tape, and stapler</p> <p><b>Session 11</b>- Writing folders, small moment notebook, copies of narrative writing checklist</p> <p><b>Session 12</b>-Writing folders, magnifying glasses, tools for revision</p> <p><b>Session 13</b>-Writer’s folders, tools for revision, narrative writing checklist</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 14</b>- Writing folders, “Diary of a Wimpy Kid”, “Owl Moon”, tools for writing</p> <p><b>Session 14</b>- Writing folders, tools for writing, “Owl Moon”</p> <p><b>Session 15</b>- Writing folders, tools for writing, chart-“Learning Writing Moves for our Favorite</p>	
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		<p>Authors”</p> <p><b>Session 16-</b> Writing folders, tools for writing, chart- “Learning Writing Moves for our Favorite Authors”</p> <p><b>Session 17-</b> Writing folders, chart paper, tools for writing, chart-”Language choices Jane Yolen Made”, “Owl Moon”</p> <p><b>Session 18-</b> Writing folders, “Owl Moon”</p> <p><b>Session 19-</b> Writing folders</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 20-</b>Writing folders, tools for writing, chart-”How to Learn from a Mentor Text”</p> <p><b>Session 21-</b>Writing folders, tools for writing, chart-”How to Learn from a Mentor Text”</p> <p><b>Session 22-</b> Writing</p>	
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		folders, narrative writing checklist <b>Session 23</b> -Writing folders, narrative writing checklist <b>Session 24</b> - Student writing projects	
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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><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Self-reflections</li> <li>● Teacher-student conferences</li> <li>● Teacher Observations</li> <li>● Students’ published pieces</li> <li>● Rubric</li> <li>● Anecdotal Notes</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <b>Completed narrative piece of student’s choice. The choice piece must follow from beginning to final steps of the writing process.</b></p> <p><b>Suggested skills to be assessed:</b>  <i>Overall-Did student write about one time he/she did something?</i>  <i>Lead- Did the student write a good beginning and choose a way to start his/her story?</i>  <i>Transitions-Did the student tell the story in order by using words such as when, then, and after</i>  <i>Ending-Did the student make a good ending?</i>  <i>Elaboration-Did the student bring the characters to life with details, talk, and actions</i></p>

*Craft-Did the student choose strong words that would help readers picture his/her story?*

*Punctuation-Did the student use punctuation marks correctly?*

*Spelling- Did the student use words from the word wall and spelled them correctly? Did the student stretch words out and apply correct letter sounds?*

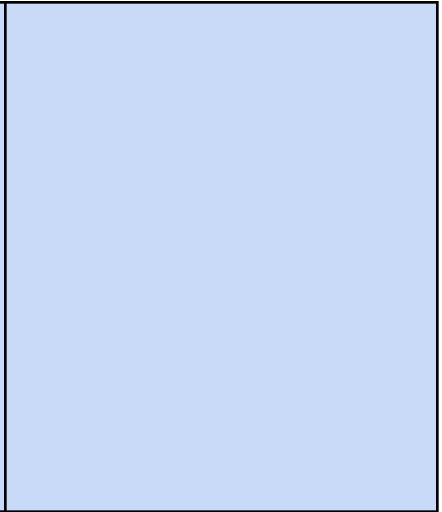
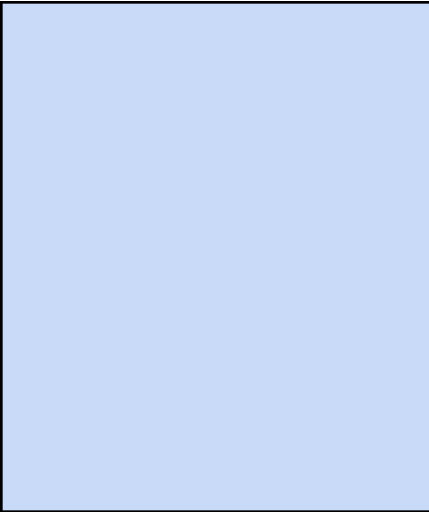
## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of</li> </ul>



<ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> </ul>	<p>native language</p> <ul style="list-style-type: none"> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<p>daily routine.</p>	<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> <li>● 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)</li> </ul>
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- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.



**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade 2  
Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Information: Lab Reports and Science Books	<b>Pacing:</b>	45 days
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**Unit Summary:** The aim for this unit is to teach students more information writing, and specifically about kinds of information writing that scientists are apt to do. Students will be taught not only about writing but also force and motion and about the scientific method.

**Objectives:**

**Bend 1**

- Students will be able to develop an understanding that writing is all around us.
- Students will be able to become scientists and apply the writing process by posing questions and hypotheses, conduct experiments, and write about results in lab reports.
- Students will be able to collect and look at data.
- Students will be able to develop models or explanations of data.
- Students will be able to use the writing process through the eyes of scientists.
- Students will be able to develop an understanding just like writers scientists come up with their own ideas for what to write.
- Students will be able to interpret scientific results and develop conclusions.
- Students will be able to understand scientists learn from other sources as well as experiments.
- Students will be able to connect science to real world learning.
- Students will be able to create plans and complete self-assessments.

**Essential Questions:**

- How is writing incorporated in our daily lives?
- Why is writing important?
- How do mentor texts help us become better writers?
- What are the steps of completing a writing project?

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

**Bend 1**

W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, W.3.2d, W.3.4, W.3.8, RI.2.1, RI 2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.3.1b, SL.3.3 SL.3.4, L.2.1.e, L.2.2, L.2.3, L.2.4.a.d, L.2.4e, L.2.5, L.2.5b, L.2.6, L.3.6, 8.1, 8.2, 2-ESS2-3, 2-ESS2-1, 2-ESS1-1, 2-LS2-1, 2-LS4-1, 2-PS1-4, 2-PS1-3, 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4

**Bend 2**

W.2.2, W.2.7, W.2.8, W.3.2.b, W.3.2.a.b, W.3.4, W.3.5, W.3.7, W.3.10, RI.2.1, RI 2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10, RI.3.4, RI.3.7, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.3.1, SL.3.1b, SL.3.3 SL.3.4, L.2.1, L.2.1.e, L.2.2, L.2.3, L.2.4.a.d, L.2.4e, L.2.5, L.2.5b, L.2.6, L.3.6, 8.1, 8.2, 2-ESS2-3, 2-ESS2-1, 2-ESS1-1, 2-LS2-1, 2-LS4-1, 2-PS1-4, K-2-ETS1-1, 9.2.4.A.2, 9.2.4.A.3

**Bend 3**

W.2.2, W.2.5, W.2.7, W.2.8, W.3.2.b, W.3.2.a.b, W.3.2.b.c, W.3.2.a.d, W.3.4, W.3.5, W.3.7, W.3.10, RI.2.1, RI 2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10, RI.3.4, RI.3.7, RFS.2.3, RFS.2.4, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.3.1, SL.3.1b, SL.3.3 SL.3.4, L.2.1, L.2.1.e, L.2.2, L.2.3, L.2.3, L.2.3g, L.2.4.a, L.2.4.a.d, L.2.4e, L.2.5, L.2.5b, L.2.6, L.3.6, 8.1, 8.2, 2-ESS2-3, 2-ESS2-2, 2-ESS1-1, 2-LS2-1, 2-LS4-1, 2-PS1-4, 2-PS1-1, K-2-ETS1-3, 9.2.4.A.1, 9.2.4.A.4

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<b><u>Bend 1</u></b>	<b><u>Bend 1</u></b>	<b><u>Bend 1</u></b>	• Smartboard

<p><b>Session 1</b>-Learning to write about science  <b>Session 2</b>- Studying a mentor text:procedural writing  <b>Session 3</b>-New wonderings, new experiments  <b>Session 4</b>-Authors share scientific ideas/conclusions  <b>Session 5</b>-Scientists learn from other sources as well as from experiments  <b>Session 6</b>-Student self assessment and plans</p> <p><b><u>Bend 2</u></b>  <b>Session 7</b>- Remember all you know about Science and about Scientific writing for new experiments  <b>Session 8</b>-Studying a mentor text  <b>Session 9</b>-Comparing results and reading more expert materials to consider new questions  <b>Session 10</b>-Designing and writing a new experiment  <b>Session 11</b>-Editing</p> <p><b><u>Bend 3</u></b>  <b>Session 12</b>-Drawing on all we know to rehearse and plan information books  <b>Session 13</b>-Tapping informational</p>	<p><b>Session 1</b>- “Lab Reports and Science Books”  <b>Session 2</b>- “Lab Reports and Science Books”  <b>Session 3</b>- “Lab Reports and Science Books”  <b>Session 4</b>- “Lab Reports and Science Books”  <b>Session 5</b>- “Lab Reports and Science Books”  <b>Session 6</b>- “Lab Reports and Science Books”</p> <p><b><u>Bend 2</u></b>  <b>Session 7</b>- “Lab Reports and Science Books”  <b>Session 8</b>- “Lab Reports and Science Books”</p> <p><b>Session 9</b>- “Lab Reports and Science Books”  <b>Session 10</b>- “Lab Reports and Science Books”  <b>Session 11</b>- “Lab Reports and Science Books”</p> <p><b><u>Bend 3</u></b>  <b>Session 12</b>- “Lab Reports and Science Books”</p>	<p><b>Session 1</b>- Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”  <b>Session 2</b>-Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, mentor text “Force and Motion”, information checklist  <b>Session 3</b>- Writing</p>	<p>Applications</p> <ul style="list-style-type: none"> <li>● Google Application</li> <li>● Chromebooks</li> </ul>
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<p>know-how for drafting</p> <p><b>Session 14</b>-Integrating scientific information</p> <p><b>Session 15</b>- Using comparisons to teach readers</p> <p><b>Session 16</b>- SHowing hidden worlds with science writing</p> <p><b>Session 17</b>- Introductions and conclusions</p> <p><b>Session 18</b>-Editing</p> <p><b>Session 19</b>-Celebration-Writing and Science Exhibition</p>	<p><b>Session 13</b>- “Lab Reports and Science Books”</p> <p><b>Session 14</b>- “Lab Reports and Science Books”</p> <p><b>Session 15</b>- “Lab Reports and Science Books”</p> <p><b>Session 16</b>- “Lab Reports and Science Books”</p> <p><b>Session 17</b>- “Lab Reports and Science Books”</p> <p><b>Session 18</b>- “Lab Reports and Science Books”</p> <p><b>Session 19</b>- “Lab Reports and Science Books”</p>	<p>folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, mentor text “Force and Motion”, information checklist</p> <p><b>Session 4</b>- Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “In Conclusion”, mentor</p>	
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		<p>text “Force and Motion”, information checklist</p> <p><b>Session 5-</b> Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, mentor text “Force and Motion”, information checklist</p> <p><b>Session 6-</b> Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process,</p>	
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		<p>chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “Words Science Experts Use” mentor text “Force and Motion”, information checklist</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 7-</b> Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “Words Science Experts Use” mentor text “Force and Motion”, information checklist, baggie of supplies (ruler, plastic</p>	
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		<p>spoon, rubber band, masking tape, and ping-pong ball)</p> <p><b>Session 8-</b> Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “Words Science Experts Use” mentor text “Force and Motion”, information checklist, baggie of supplies (ruler, plastic spoon, rubber band, masking tape, and ping-pong ball)</p> <p><b>Session 9-</b> Writing folders, writing tools, clipboards, stack of four to five page</p>	
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		<p>stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “Words Science Experts Use” mentor text “Force and Motion”, information checklist, baggie of supplies (ruler, plastic spoon, rubber band, masking tape, and ping-pong ball), Post-it notes</p> <p><b>Session 10-</b> Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process,</p>	
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		<p>chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “Words Science Experts Use” mentor text “Force and Motion”, information checklist, baggie of supplies (ruler, plastic spoon, rubber band, masking tape, and ping-pong ball)</p> <p><b>Session 11-</b> Writing folders, writing tools, clipboards, stack of four to five page stapled blank booklets with picture box, ramp, carpet, several meter sticks or yardsticks, and a car, chart the scientific process, chart- “To Write Like a Scientist”, chart- “In Procedures”, chart- “Words Science Experts Use” mentor text “Force and Motion”, information</p>	
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		<p>checklist, baggie of supplies (ruler, plastic spoon, rubber band, masking tape, and ping-pong ball)</p> <p><b>Bend 3</b></p> <p><b>Session 12-</b> Writing folders, writing tools, baton or pencil, teacher's own related force and motion topic, mentor text</p> <p><b>Session 13-</b> Writing folders, writing tools, baton or pencil, teacher's own related force and motion topic, mentor text, Information Writing Checklist</p> <p><b>Session 14-</b> Mentor texts, teacher made information book, "To Put More information in Informational Writing"-chart</p> <p><b>Session 15-</b> Mentor texts, teacher made</p>	
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		<p>information book, “To Put More information in Informational Writing”-chart</p> <p><b>Session 16-</b> Mentor texts, teacher made information book, “To Put More information in Informational Writing”-chart, chart paper</p> <p><b>Session 17-</b> Writing folders, writing tool, mentor texts, teacher made information book, “To Put More information in Informational Writing”-chart, chart paper, information writing checklist</p> <p><b>Session 18-</b> Writing folders, writing tool, mentor texts, teacher made information book, “To Put More information in Informational Writing”-chart, chart</p>	
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		paper, information writing checklist <b>Session 19-</b> Writing folders, writing tool, mentor texts, teacher made information book, “To Put More information in Informational Writing”-chart, chart paper, information writing checklist	
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**Formative Assessment Plan**

**Summative Assessment Plan**

*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**
- **Teacher-student conferences**
- **Teacher Observations**
- **Students' published pieces**
- **Rubric**
- **Anecdotal Notes**

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

**Final Assessment/Benchmark/Project:**

**Completed information piece of student's choice. The choice piece must follow from beginning to final steps of the writing process.**

**Suggested skills to be assessed:**

*Overall-Did student teach readers some important points about a subject?*

*Lead- Did student write a good beginning in which he/she named a subject and tried to interest readers?*

*Transitions-Did the student use words such as and and also to show he/she had more to say?*

*Ending-Did the student write some sentences or a section at the end to wrap up writing piece?*

*Elaboration-Did the student use different kinds of information in writing such as facts, definition, details, steps, and tips?*

*Craft-Did the student try to include the words showed he/she is an expert?*

*Punctuation-Did the student use punctuation marks correctly?*

*Spelling- Did the student use words from the word wall and spelled them correctly? Did the student stretch words out and apply correct letter sounds?*

**Differentiation**

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



<p>online books, when available, to listen to oral recorded reading.</p> <ul style="list-style-type: none"><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Writing**  
**Grade 2**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Writing About Reading (Opinion)	<b>Pacing:</b>	45 days
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**Unit Summary:** Students will begin this unit writing letters. In the first bend, students will draft letters about characters they have met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. In Bend 2, students will focus on raising the level of their writing. Students will engage with close reading as a way to spark new ideas and to push them themselves to deepen their thinking. In the final bend, students will shift gears, moving away from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards.

**Objectives:**

**Bend 1**

- Students will be able to create letters to share ideas about characters.
- Students will be able to create opinion letters using evidence from text to support those ideas.
- Students will be able to use conversation as rehearsals for writing.
- Students will be able to understand and apply knowledge of writers who often need to retell part of the story to help readers fully understand their opinion.
- Students will be to write with a specific audience in mind, angling their writing towards readers and writings as if they are talking to them.
- Students will be able to use a checklist to set goals as writers.

**Bend Two**

- Students will be able to recognize and implement that one way writers make their letter writing stronger is by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting.
- Students will be able to read closely and carefully, paying attention to details that others may pass over.
- Students will be able to support opinions about text by using pieces of evidence to support each idea.
- Students will be able to understand that authors can turn to mentor text whenever they have a question about writing.
- Students will be able to understand and implement that writers often add fun little extras to fancy up their writing and draw in and entertain their readers.

### **Bend 3**

- Students will be able to create pieces of writing with strong opinions, making cases for them by including evidence.
- Students will be able to understand that writers use specific evidence from the books to support their thinking.
- Students will be able to write using mid-sentence punctuation to help highlight ideas for readers.
- Students will be able to understand and implement that writers read and study the work of other writers and then incorporate what they have learned into their own writing.
- Students will be able to use a checklist to set writing goals.

### **Essential Questions:**

- How do writers express their opinions?
- How do writers get their ideas?
- How can mentor text help us write?
- Why write?

### **Common Core State Standards/Learning Targets:**

#### **Bend 1**

W.2.1, W.2.5, RL.2.2, RL.2.2, RI.2.3, RI.2.7, RL.2.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RFS.2.3, SL.2.1, SL.2.4, L.2.1, L.2.2, L.2.2.b, L.2.3, 8.1, 2-PS1-4, 9.2.4.A.2

**Bend 2**

W.2.1, W.2.5, W.2.6, W.3.1.a, W.3.1.c, RL.2.2, RL.2.2, RI.2.3, RL. 2.4, RL.2.7, RL.2.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RFS.2.3, SL.2.1, SL.2.2, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.2.b, L.2.3, L.2.6, L.3.2.a, L.3.3, [8.1](#)

**Bend 3**

W.2.1, W.2.5, W.2.6, W.2.7, W.2.8, W.3.1, W.3.1.a, W.3.1.c, RL.2.2, RL.2.2, RI.2.3, RL. 2.4, RL.2.7, RL.2.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RFS.2.3, RFS.2.4, SL.2.1, SL.2.2, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.1.f, L.2.2, L.2.2.b, L.2.3, L.2.6, L.3.1.a, L.3.2.a, L.3.3, [8.1](#), [8.2](#), [9.2.4.A.2](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>Bend 1</u></b>  <b>Session 1-</b> Writing letters to share ideas about characters  <b>Session 2-</b> Getting energy for writing by talking  <b>Session 3-</b> Writers generate more letters: developing new opinions by looking at pictures  <b>Session 4-</b> Writers make their letters about books even better by retelling important parts  <b>Session 5-</b> Keeping audience in mind  <b>Session 6-</b> Using a checklist to set goals as writers  <b><u>Bend 2</u></b>  <b>Session 7-</b> Writing about more than one part of a book</p>	<p><b><u>Bend 1</u></b>  <b>Session 1-</b> “Writing about Reading”  <b>Session 2-</b> “Writing about Reading”  <b>Session 3-</b> “Writing about Reading”  <b>Session 4-</b> “Writing about Reading”  <b>Session 5-</b> “Writing about Reading”  <b>Session 6-</b> “Writing about Reading”  <b><u>Bend 2</u></b>  <b>Session 7-</b> “Writing about Reading”  <b>Session 8-</b> “Writing about reading”  <b>Session 9-</b> “Writing about Reading”  <b>Session 10-</b> “Writing about Reading”  <b>Session 11-</b> “Writing about Reading”  <b><u>Bend 3</u></b>  <b>Session 12-</b> “Writing about Reading”  <b>Session 13-</b> “Writing about Reading”  <b>Session 14-</b> “Writing about Reading”</p>	<p><b><u>Bend 1</u></b>  Session 1- Writing folders, writing tools, mentor text such as Henry and Mudge, chart paper, markers, students’ books featuring favorite character  <b>Session 2-</b> Writing folders, writing tools, mentor text such as Henry and Mudge and Mercy Watson, chart paper, markers, students’ books featuring favorite</p>	<ul style="list-style-type: none"> <li>● Smartboard Applications</li> <li>● Google Application</li> <li>● Chromebooks</li> </ul>

<p><b>Session 8</b>-Reading closely to generate more writing</p> <p><b>Session 9</b>- Gathering more evidence to support each of our opinions</p> <p><b>Session 10</b>- Why is the author using a capital here?</p> <p><b>Session 11</b>-Publishing</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 12</b>- And the nominees are...</p> <p><b>Session 13</b>- Prove it! Adding quotes to support opinions</p> <p><b>Session 14</b>-Good. Better. best</p> <p><b>Session 15</b>-Readers giving signposts and rest stops</p> <p><b>Session 16</b>-Writing introductions and conclusions to captivate</p> <p><b>Session 17</b>- Using a checklist to set writerly goals</p> <p><b>Session 18</b>-Keep the elaboration going</p> <p><b>Session 19</b>-Celebration</p>	<p><b>Session 15</b>- “Writing about Reading”</p> <p><b>Session 16</b>- “Writing about Reading”</p> <p><b>Session 17</b>- “Writing about Reading”</p> <p><b>Session 18</b>- “Writing about Reading”</p> <p><b>Session 19</b>- “Writing about Reading”</p>	<p>character</p> <p><b>Session 3</b>- Writing folders, writing tools, mentor text such as Henry and Mudge and Mercy Watson, chart paper, markers, students’ books featuring favorite character, “Uncovering Our Opinions about Books”-chart, opinion writing checklist</p> <p><b>Session 4</b>- Writing folders, writing tools, mentor text such as Henry and Mudge and Mercy Watson, chart paper, markers, students’ books featuring favorite character, “Uncovering Our Opinions about Books”-chart, opinion writing checklist</p> <p><b>Session 5</b>- Writing folders, writing tools, mentor text such as Henry and Mudge and</p>	
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		<p>Mercy Watson, chart paper, markers, students' books featuring favorite character, "Uncovering Our Opinions about Books"-chart, "Think about Your Reader"-chart, opinion writing checklist</p> <p><b>Session 6-</b> Writing folders, writing tools, mentor text such as Henry and Mudge and Mercy Watson, chart paper, markers, students' books featuring favorite character, "Uncovering Our Opinions about Books"-chart, "Think about Your Reader"-chart, opinion writing checklist</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 7-</b> Writing folders, writing tools, mentor text-"Pinky and Rex and the Bully",</p>	
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		<p>“Uncovering Our Opinions about Books”-chart</p> <p><b>Session 8-</b> Writing folders, writing tools, mentor text-”Pinky and Rex and the Bully”, “Uncovering Our Opinions about Books”-chart</p> <p><b>Session 9-</b> Writing folders, writing tools, mentor text-”Pinky and Rex and the Bully”, “Uncovering Our Opinions about Books”-chart, “Make it Stronger, Longer, and More Convincing”-chart, “Helpful Linking Words”-chart</p> <p><b>Session 10-</b> Writing folders, writing tools, highlighters, “We Use Capitals in Our Writing”-chart</p> <p><b>Session 11-</b> Writing folders, writing tools, index cards, chart</p>	
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		<p>paper, markers <b><u>Bend 3</u></b> <b>Session 12-</b> Four books to use as nominees, nomination paper, “Make it Stronger, Longer, and More Convincing”-chart <b>Session 13-</b> Four books to use as nominees, nomination paper, “Make it Stronger, Longer, and More Convincing”-chart, “Using a Quote?”-chart <b>Session 14-</b> “uncovering our Opinions about Books”-chart, “Exploring the Lay of the Land”- chart <b>Session 15-</b> Writing folders, writing tools, chart paper, revision strips <b>Session 16-</b> Writing folders, writing tools,mentor text, highlighters,</p>	
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		clipboards, chart paper <b>Session 17-</b> Writing folders, writing tools, opinion writing checklist <b>Session 18-</b> Writing folders, writing tools, opinion writing checklist <b>Session 19-</b> Writing folders, writing tools, opinion writing checklist	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<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><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p>

<ul style="list-style-type: none"> <li>● <b>Self-reflections</b></li> <li>● <b>Teacher-student conferences</b></li> <li>● <b>Teacher Observations</b></li> <li>● <b>Students' published pieces</b></li> <li>● <b>Rubric</b></li> <li>● <b>Anecdotal Notes</b></li> </ul>	<p><b>Completed opinion piece of student's choice. The choice piece must follow from beginning to final steps of the writing process.</b></p> <p><b>Suggested skills to be assessed:</b></p> <p><i>Overall-Did the student write an opinion or likes/dislikes and give reasons to opinion?</i></p> <p><i>Lead- Did the student write a beginning in which not only gave opinion, but also convinced the readers?</i></p> <p><i>Transitions-Did the student connect parts of the piece using words such as also, another, and because?</i></p> <p><i>Ending-Did the student write an ending in which readers were reminded of the opinion?</i></p> <p><i>Elaboration-Did the student write at least two reasons and wrote at least a few sentences about each one?</i></p> <p><i>Craft-Did the student choose words that would make readers agree with opinion?</i></p> <p><i>Punctuation-Did the student use punctuation marks correctly?</i></p> <p><i>Spelling- Did the student use words from the word wall and spelled them correctly? Did the student stretch words out and apply correct letter sounds?</i></p>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● RTI</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to</li> </ul>

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

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Poetry	<b>Pacing:</b>	45 days
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**Unit Summary:** The poetry unit will help the students to deepen their understanding of poetry. Students will learn that poets are sparked by objects and feelings that they translate to music on page. In addition, the children will recognize that in poems, choice and placement of words matter more than ever. The students will explore various natural structures of poem: story poems, poems with a back and forth structure, list poems.

**Objectives:**

**Bend 1**

- Students will be able to understand that poets see the world through special lenses.
- Students will be able to understand poets are intentional about their line breaks.
- Students will be able to understand that poets choose topics that mean a lot to them.
- Students will be able to understand that poets are always on the lookout for poems, mining their notebooks and their lives for ideas that have both strong feelings and concrete ideas.
- Students will be able to create their own poems.
- Students will be able to edit their poems, paying attention to spelling.

**Bend 2**

- Students will be able to think carefully about the words they choose.
- Students will be able to create poems using repeated words, lines, sounds, and images to give their poems rhythm, sound, and music to bring out the meaning.
- Students will be able to consider the mood they want to convey, and they make sure that the mood matches the poem's

meaning.

- Students will be able to make meaning by comparing one thing to another.

### **Bend 3**

- Students will be able to experiment with different structures of poems.
- Students will be able to understand that poets often study other poems to learn about how they are structured, and then try out those new structures in their poems.
- Students will be able to understand that there is a relationship between structure and meaning in poetry.
- Students will be able to write from a point of view other than their own.
- Students will be able to revise by replacing vague feeling words with images that show rather than tell.
- Students will be able to read their poems and find trouble spots.

### **Essential Questions:**

- Why write?
- How does poetry help us become better writers?
- How do poets express themselves?

### **Common Core State Standards/Learning Targets:**

#### **Bend 1**

W.2.3, W.2.5, W.2.8, W.3.3.b, W. 3.4, W.3.10, RL.2.1, RL.2.4, RL.2.10, RL.2.5, RL.2.10, RFS.2.3, RFS.2.4, RL.3.5, SL.2.1, SL.2.2, SL.2.3, SL.2.4, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L.3.3.a, 8.1, 2-ESS2-3, 2-LS2-1, 2-LS2-2

#### **Bend 2**

W.2.3, W.2.5, W.3.3.b, RL.2.4, RL.2.10, RL.2.4, RL.2.5, RL.2.6, RL.2.10, RFS.2.4, SL.2.1, SL.2.2, SL.2.4, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L.3.3.a, 8.1, 2-ESS1-1

#### **Bend 3**

W.2.3, W.2.5, W.3.3.b, RL.2.4, RL.2.10, RL.2.4, RL.2.5, RL.2.6, RL.2.10, RFS.2.4, SL.2.1, SL.2.2, SL.2.4, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L.3.3.a, 8.1, 8.2, 2-ESS1-1

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Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>Bend 1</u></b>  <b>Session 1</b>-Seeing with poet's’ eyes  <b>Session 2</b>-Listening for line breaks  <b>Session 3</b>-Putting powerful thoughts in tiny packages  <b>Session 4</b>-Poets find poems in the strong feelings and concrete details in life  <b>Session 5</b>-Editing poetry</p> <p><b><u>Bend 2</u></b>  <b>Session 6</b>-Searching for honest, precise words  <b>Session 7</b>-Patterning through repetition  <b>Session 8</b>-Poems are moody  <b>Session 9</b>-Using comparisons to clarify feelings and ideas  <b>Session 10</b>-Stretching out to comparison</p> <p><b><u>Bend 3</u></b>  <b>Session 11</b>-Studying structure  <b>Session 12</b>-Studying a mentor text with poet's eyes</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>- “Poetry”  <b>Session 2</b>- “Poetry”  <b>Session 3</b>- “Poetry”  <b>Session 4</b>- “Poetry”  <b>Session 5</b>- “Poetry”</p> <p><b><u>Bend 3</u></b>  <b>Session 6</b>- “Poetry”  <b>Session 7</b>- “Poetry”  <b>Session 8</b>- “Poetry”  <b>Session 9</b>- “Poetry”  <b>Session 10</b>- “Poetry”</p> <p><b><u>Bend 3</u></b>  <b>Session 11</b>- “Poetry”  <b>Session 12</b>- “Poetry”  <b>Session 13</b>- “Poetry”  <b>Session 14</b>- “Poetry”  <b>Session 15</b>- “Poetry”  <b>Session 16</b>- “Poetry”  <b>Session 17</b>- “Poetry”</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>- Writing folders, writing tools, basket of treasures, mentor texts  <b>Session 2</b>- Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart  <b>Session 3</b>-Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart  <b>Session 4</b>- Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart</p>	<ul style="list-style-type: none"> <li>● Smartboard Applications</li> <li>● Google Application</li> <li>● Chromebooks</li> </ul>

**Session 13**-Matching structure to feelings

**Session 14**-Playing with point of view

**Session 15**-Revising poems:Replacing feeling words with word pictures

**Session 16**- Editing poems:Reading aloud to find trouble spots

**Session 17**-Celebration

**Session 5**-Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart, Opinion writing checklist

**Bend 2**

**Session 6**-Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart, “Poetry Decisions that Strengthen Meaning”, Opinion writing checklist

**Session 7**-Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart, “Poetry Decisions that Strengthen Meaning” chart, “Poetry Decisions that Strengthen Meaning”



		<p>chart, Opinion writing checklist</p> <p><b>Session 8-</b> Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart, “Poetry Decisions that Strengthen Meaning” chart, “Poetry Decisions that Strengthen Meaning” chart, Opinion writing checklist</p> <p><b>Session 9-</b>Writing folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart, “Poetry Decisions that Strengthen Meaning” chart, “Poetry Decisions that Strengthen Meaning” chart, Opinion writing checklist</p> <p><b>Session 10-</b> -Writing</p>	
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		<p>folders, writing tools, basket of treasures, mentor texts, “Reading Poetry Like a Poet” chart, “Poetry Decisions that Strengthen Meaning” chart, “Poetry Decisions that Strengthen Meaning” chart, “Comparative Language” chart, Opinion writing checklist</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 11-</b> Writing folders, writing tools, “Strategies Poets Use to Write Poems” chart, mentor texts, bags of assorted items</p> <p><b>Session 12-</b>Writing folders, writing tools, “Strategies Poets Use to Write Poems” chart, mentor texts, bags of assorted items</p> <p><b>Session 13-</b>Writing folders, writing tools,</p>	
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		<p>“Strategies Poets Use to Write Poems” chart, mentor texts, bags of assorted items</p> <p><b>Session 14-</b> Writing folders, writing tools, “Strategies Poets Use to Write Poems” chart, mentor texts, bags of assorted items</p> <p><b>Session 15-</b>Writing folders, writing tools, “Strategies Poets Use to Write Poems” chart, mentor texts, bags of assorted items, poetry writing checklist</p> <p><b>Session 16-</b>Writing folders, writing tools, “Strategies Poets Use to Write Poems” chart, mentor texts, bags of assorted items, poetry writing checklist</p> <p><b>Session 17-</b> Writing folders, writing tools, “Strategies Poets Use to Write Poems” chart, mentor texts, bags of</p>	
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		assorted items, poetry writing checklist	
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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><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Self-reflections</li> <li>● Teacher-student conferences</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <b>Completed poetry piece of student's choice. The choice piece must follow from beginning to final steps of the writing process.</b></p> <p><b>Suggested skills to be assessed:</b></p>

<ul style="list-style-type: none"> <li>● <b>Teacher Observations</b></li> <li>● <b>Students' published pieces</b></li> <li>● <b>Rubric</b></li> <li>● <b>Anecdotal Notes</b></li> </ul>	<p><i>Overall-Did student write a poem using various strategies taught throughout unit?</i></p> <p><i>Punctuation-Did the student use punctuation marks correctly?</i></p> <p><i>Spelling- Did the student use words from the word wall and spelled them correctly? Did the student stretch words out and apply correct letter sounds?</i></p>
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## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development</li> </ul>

<ul style="list-style-type: none"> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder</li> </ul>	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> <li>• 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)</li> </ul>
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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 necessary.
- Establish a consistent and daily routine

