



Unit Planner: OCC 4 It's on the Map! ELA Grade 2

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English
Language Arts / ELA Grade 2 / Week 19 - Week 24

Last Updated: Tuesday, July 23, 2024 by Sarah Carey

OCC 4 It's on the Map!

Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 4: As students read each week for close reading of the text they will demonstrate understanding of craft and structure in literature. Students will learn how authors choose their words and how those words help to understand stories, poems, and songs. Over the course of the unit students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will review final r-Controlled vowels and diphthongs; /ou/ and /ow/. Students will practice using a dictionary to check spelling, compare formal and informal forms of English, use context clues to understand meaning of unknown words, use prefixes, and root words in this unit.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 2

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Environment Interaction

Environmental characteristics influence the how and where people live.

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

NJ: 2023 SLS: English Language Arts

NJ: Grade 2

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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

L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.

L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

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

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1.B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2.A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

v. Contractions (we'll; I'm; they've; don't).

vi. Homophones (bear, bare; past, passed).

vii. Plurals and possessives (its, it's).

L.WF.2.2.B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel –r and CVC syllables (compete; robot; violet; understand).

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2.C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

L.WF.2.2.D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3.D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

Writing

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3.A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

W.NW.2.3.B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.NW.2.3.C. Use transitional words to manage the sequence of events.

W.NW.2.3.D. Use concrete words and phrases and sensory details to convey experience and events.

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Speaking and Listening Domain

Speaking and Listening

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

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

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

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

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

Copyright © State of New Jersey, 1996 - 2020.

Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 2

9.2 Career Awareness, Exploration, Preparation, and Training

Different types of jobs require different knowledge and skills.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Copyright © State of New Jersey, 1996 - 2020.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills: Digital Citizenship

Young people can have a positive impact on the natural world in the fight against climate change.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g.,

6.3.2.CivicsPD.1). 

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).



Copyright © State of New Jersey, 1996 - 2020.

Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.

[Climate Change Mandate Gr. 2 Unit 4.pdf](#)

Additional & Supplementary

Core Instructional and Supplemental Materials and Resources:

Student Books

Teaching Resource Book

ELA Companion Standards (6th-12th Only)

Sound Phonics Cards High-Frequency Word Wall Tutorials to Show Sounds Graphic Organizers Technology resources : Jr.brainpop.com Scholastic News You can also use third-party vendor websites such as: Commonlit, Kahoot, ReadWorks, Epic Books Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations • Can also use a third-party vendor website such as ReadWorks leveled passages with questions. Supplemental Texts for Students <u>Approaching Grade-Level</u> Expectations • Can also use a third-party vendor website such as Epic Books. Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations • District approved Novels • You can also use third-party vendor websites such as Commonlit.org.	
~KNOWLEDGE~	
Enduring Understandings	Essential Questions

- When reading, use clues to find the meaning of words.
- Use text features to find information to understand.
- Decide on the reason why the author wrote a text.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- What do maps show?
 - Where is a place that you would like to visit?
 - Have you traveled far?
 - How did you travel?
 - What is a continent?
 - What is an ocean?
 - What are the names of the continents and oceans?
- How do authors choose the right words to help make writing clear?
- What is narrative writing?
- What does sentence fluency mean?

Content

Vocabulary

Skills/Performance Expectations

- Practice r-Controlled vowels; er, ir, ur, and or to create words with 80% accuracy.
- Practice r-Controlled vowels; ear, eer, and ere to create words with 80% accuracy.
- Practice r-Controlled vowels; are, ere, air, and ear to create words with 80% accuracy.
- Use diphthongs /ou/ and /ow/ in writing with 80% accuracy.
- Use a dictionary to check the spelling of words.
- Compare formal and informal uses of English.
- Use context clues in reading to understand the meanings of words with 80% accuracy.
- Use prefixes; re-, pre-, un-, and dis- and their meanings in reading and writing with 80% accuracy.
- I can add words to sentences to make them more exciting to read.
- Understand differences in the points of view of different characters in the story.
- Demonstrate understanding a point of view by speaking in a different voice for each character when reading dialogue.

- Recall information from experiences or gather information from text to answer questions with 80% accuracy.
- Build on others' talk in conversations by linking comments to the remarks of others.
- Use the meaning of individual words to predict the meaning of compound words with 80% accuracy.
- Use vocabulary acquired through text in everyday conversation.
- Write narrative stories with a beginning, middle and ending, providing a closure with 80% accuracy using a provided rubric.
- Engage in collaborative discussions with a partner or whole group.
- Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions.
- Use expression, intonation and phrasing of fluency of text with 80% accuracy.

Stage 2: Assessment Evidence

Assessments

[Unit 4 Gr 2 Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Sound Cards
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

Suggested Learning Activities

Writing Skills: Sentence Fluency

Sentence Fluency Lesson: I can define and use the word 'sentence fluency' in my writing. I can practice using symbols to correct errors in a sentence.

I Do: Post 'sentence fluency' poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'sentence fluency.' Explain that over the next month, we are going to be learning new vocabulary based on the traits of writing. Today's new word will be 'sentence fluency.'

- Sound Wall/Sound Cards
- Word Wall
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

Ask students to guess the meaning of the word and write down their answer.

We Do: Come up with a basic sentence, such as “My dog is brown,” and write each word on a separate card. Give the cards to 4 students and ask them to create the sentence by lining up the right order with their cards facing out. Ask students to read their sentences aloud one card at a time. Create more cards with words for expanding the basic sentence. You could write fuzzy or snuggly to modify dog. Do this with each group so that all students have opportunities to add words to make more exciting sentences.

They Do: With a partner, practice adding colorful words to the following sentences, making them more fun to read: a. The girl ran. b. A cat played. c. He hit the ball. d. The playground was crowded. Students will share the sentences that the pairs created.

Social Studies Lesson: Students will recognize that there are 7 continents and 5 major oceans in the world.

I Do: Essential Questions: What is a continent? What are the names of the continents and oceans in our world? Where on Earth are the continents and oceans? Students will write down what a continent is and what a body of water is. We will review the correct definitions.

We Do: We will view a video or book of choice to show the different continents and bodies of water in our world. Point out each continent and their name, then point out each body of water and their name. Teach the students this mnemonic device to help them remember them: Eat an apple as a nice snack is a mnemonic that helps students recall the names of continents (Europe, Asia, Africa, Australia, Antarctica, North America, South America). Picking apples is so awesome is a mnemonic that helps students recall the oceans (Pacific, Atlantic, Indian, Southern, Arctic).

They Do: Each student will receive a copy of a map of the world. On the white board display the world for students to identify each continent. Then with a partner they will write the correct names for each of the seven continents and five oceans. Have them color the continents green and the oceans blue.

***Climate Change:** Brainpop Jr. - Reduce, Reuse, Recycle

Lesson: Adapted from Brainpop Jr. (Reduce, Reuse, Recycle)

I Do: Introduce/review the concept of how we as a community can conserve natural resources, using a KWL chart (printed from Brainpop Jr.). Activate background knowledge on relevant topics such as recycling, renewable resources, saving energy, creating less waste, and conservation). Set the intention before reading that students should look for evidence to support the main topic as they read.

We Do: Identify the main topic by asking students what the text was mostly about. Complete the second column of the KWL chart. Discuss ways we can reduce, reuse, and recycle to conserve.

They Do: Students fill out the remainder of the KWL chart. Students will complete the easy or hard quiz from Brainpop Jr.

Write an Narrative: Diary Entry

Over the course of Unit 4, students write a narrative diary entry telling about their day as a shark living in the ocean. They will include details to describe actions, thoughts, and feelings. They will use temporal words to signal event order. Then provide a sense of closure. Students will use a checklist to self-assess during the editing phase of the writing process.

Step 1 - Learn about Narrative Writing. Read a mentor text about diaries

Step 2 - Unpack lesson Assignment

Step 3 - Read/Gather Evidence

Step 4 - Think it Through (answer "W" questions)

Step 5 - Draft - Beginning/Middle/End

Step 6 - Revise

Step 7 - Edit

Step 8 - Publish/Collaborate/Share

Reading Lesson - Learn Unfamiliar Words:

Use context clues to help determine the meaning of unfamiliar words and phrases.

Read: Today we will read a social studies article that will contain some words that you may not know. First, you will read to understand what the article is about. Then, you will reread with a partner to make sure that you understand all of the new words in the text.

When students are finished reading, ask questions to check for understanding.

Explore: Read aloud the essential question to set the purpose for the second read. Tell students that they will take a closer look at words that they didn't know. Have students read aloud the text.

Think: Explain to the students that you will reread part of the text. Then, you will model how to find details in the text to fill in the chart. Encourage students to work with a partner to reread the passage to complete the chart.

Talk: Read aloud the a prompt

- Have partners respond to the prompt. Use the Talk Routines.
- Ask volunteers to share their ideas.

Write: Have a student read aloud a writing prompt. Invite a few students to tell what the prompt is asking them to do. Remind students that they will need to find two clues in the article to help them know the meaning of the word attendants. Point out that these details should come from details in the text. Students will write their answers.

Wrap Up: Ask students to recall the learning target. Ask them to share how they found the meanings of unfamiliar words in the article and how that helped them to understand the topic.

Assessment: Informal assessment of students' writing.

Multi-Language Learner Accommodations

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Allow electronic translator
- Reword and repeat directions

504 Accommodations

- Follow All 504 Modifications
- Provide Picture Instructions
- Sound Wall
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations

- Clarification of directions
- Word banks
- Provide outlines, study guides
- Use graphic organizers
- Reduce multiple choice answers to two
- Pre teach vocabulary

- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Provide Fidget Tools

Notes

- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Special Ed Accommodations

- Model Assignments
- Provide Brain Breaks
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Provide Peer Tutoring
- Use A Strong Student As A "buddy" (does Not Necessarily Have To Speak The Primary Language)
- Choral Reading
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction-guided
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests

- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Follow All Iep Modifications
- Scriber For Students Who Can't Write
- Technology Resources

At-risk Accommodations

Notes

- Provide Peer Tutoring
- Use A Strong Student As A "buddy"
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Gifted and Talented Accommodations

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Notes

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Organize And Offer Flexible Small Group Learning Activities
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Organize Integrated Problem-solving Simulations
- Debrief Students
- Propose Interest-based Extension Activities
- Equipment Needed
- Ask Higher Order Thinking Questions Using
- Discovery Learning Instead Of Explicit Learning

	Use Centers And Group Students According To Ability Or Interest
Stage 4: Reflection	
Teacher Reflections	



Unit Planner: OCC 5 Tell Me About It ELA Grade 2

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English
Language Arts / ELA Grade 2 / Week 25 - Week 30

Last Updated: Tuesday, July 23, 2024 by Sarah Carey

OCC 5 Tell Me About It

Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 5: As students read each week for close reading of the text they will identify the integration and knowledge and ideas in informational text. Students will learn to use pictures to understand more of what they read. They will learn how authors give reasons for their ideas and see how texts of the same topic can be the same and different. They will identify how to use clues to understand the meaning of words through parts of the text as well as why the author wrote it. Over the course students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will review diphthongs; /oi/ and /oy/, variant vowels, and short vowel digraphs. Students will practice using compound words, dictionaries, glossaries, making real-life connections, and understand shades of meanings within their reading and writing in this unit.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 2

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Democratic Principles

The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civic Mindedness

Certain character traits can help individuals become productive members of their community.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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

NJ: 2023 SLS: English Language Arts

NJ: Grade 2

Language Domain

Foundational Skills: Reading Language Phonics and Word Recognition

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

L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.

L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.

L.RF.2.3.C. Decode words with common prefixes and suffixes.

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

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

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

L.WF.2.1.B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.2.A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

v. Contractions (we'll; I'm; they've; don't).

vi. Homophones (bear, bare; past, passed).

vii. Plurals and possessives (its, it's).

L.WF.2.2.B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2.C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

L.WF.2.2.D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3.D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VL.2.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.VL.2.2.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 📖

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

Writing

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. 📖

W.IW.2.2.A. Introduce a topic clearly.

W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.C. Provide a conclusion.

Speaking and Listening Domain

Speaking and Listening

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

Copyright © State of New Jersey, 1996 - 2020.

Computer Science & Design Thinking
NJ: 2020 SLS: Computer Science & Design Thinking
NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing
The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

Career Readiness, Life Literacies, Key Skills
NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills
NJ: End of Grade 2

9.4 Life Literacies and Key Skills: Digital Citizenship
Young people can have a positive impact on the natural world in the fight against climate change.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Copyright © State of New Jersey, 1996 - 2020.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g.,

6.3.2.CivicsPD.1). 

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).



Copyright © State of New Jersey, 1996 - 2020.

Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

[Amistad Law Mandate Gr. 2 Unit 5.pdf](#)

Additional & Supplementary

Core Instructional and Supplemental Materials and Resources:

Student Books

Teaching Resource Book

Sound Phonics Cards

High-Frequency Word Wall

Tutorials to Show Sounds

Graphic Organizers

Technology resources :

Jr.brainpop.com

ELA Companion Standards (6th-12th Only)

Scholastic News

You can also use third-party vendor websites such as:

Commonlit, Kahoot, ReadWorks, AchievetheCore, and Epic Books.

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Can also use a third-party vendor website such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade-Level Expectations

- Can also use a third-party vendor website such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels

You can also use third-party vendor websites such as Commonlit.org.

~KNOWLEDGE~

Enduring Understandings

- Tell how sounds can give a story meaning.
- Tell how words give rhythm and meaning to a poem or song.
- I will understand what absolute and relative locations are on a map.
- Describe the beginning, middle, and ending of a story.
- Find the differences and characters' points of view.
- Why is voice important in my writing?
- Write informational/explanatory texts to examine a topic and convey ideas and information clearly.

Essential Questions

- Tell Me About It
 - Can you think of a story that is special to you?
 - Has anyone in your family ever told you an interesting story?
- How do you read and create a map?
- How do authors choose words to tell a story?
- How do those words help readers to understand stories, poems, and songs?
- What is voice in writing?
- What are absolute and relative locations?

- What is informative/explanatory writing?

Content

Vocabulary

Skills/Performance Expectations

- Practice diphthongs: /oi/ and /oy/ to create words with 80% accuracy.
- Practice variant vowels: /oo/, /ou/, and /u/ to create words with 80% accuracy.
- Practice variant vowels: /oo/, /ou/, /o_e/, /ew/ and /ue/ to create words with 80% accuracy.
- Practice variant vowels: /aw/, /au/, and /al/ (saw,sauce,salt,ball) to create words with 80% accuracy.
- Practice digraphs: /ea/, /ou/, and /y/ to create words with 80% accuracy.
- Practice adding prefixes and suffixes (-y,-ly, -er, -or) to root words to build language with 80% accuracy.
- Compound words are two smaller words, students will figure out the word meaning by thinking about the two smaller words in reading with 80% accuracy.
- Practice using dictionaries and glossaries.
- Incorporate voice in writing.
- Use contractions; ('ll, 've, 're, 's) in reading and writing with 80% accuracy.
- Explain how visual features, such as diagrams, contribute and clarify the information in a text with 80% accuracy.
- Use both words and images to understand the information in a text with 80% accuracy.
- Recall information from experiences or gather information from texts to answer a question with 80% accuracy.
- Understand the difference between absolute and relative locations on a map.

- Build on others' talk conversations by linking their comments to the remarks of others.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use vocabulary acquired through text.
- Read grade-level text with appropriate phrasing, expression and intonation with 80% accuracy.

Stage 2: Assessment Evidence

Assessments

[Unit 5 Gr 2 Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Sound Cards
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Sound Wall
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer

Suggested Learning Activities

Writing Skills: Writing Traits - Voice

Writing Skills: Voice Lesson:

I can define and use the word 'voice' in my writing. I can practice using symbols to correct errors in a sentence.

I Do: Post 'voice' poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'voice.' Explain that over the next month, we are going to be learning new vocabulary in writing. Today's new word will be 'voice.' Ask students to guess the meaning of the word and write down their answer.

We Do: Discuss the following sentences as whole group:

a. weak voice I ate all my dinner. b. strong voice I gobbled up every tasty bite.

Read the following paragraphs aloud and let the students Think-Pair-Share to decide which has better voice and why:

a. I went canoeing with friends. They brought their dog. It was hot outside. The water felt good. The dog liked to play in the water with us. We all got wet. It was fun!

- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

b. One sizzling August afternoon my friends and I cruised down the Wisconsin River on a bright red canoe. Their energetic golden retriever, Paddington, rode along with us.

Tell students that we will be reading the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

They Do: After reading the book students will work with partners or small group to discuss the following question:

- Is the writer enthusiastic about the topic?
- Does this writing have personality?
- How does the writer feel?
- Does the story hold the reader's attention?

Students will write independently a few sentences using voice, then share it with partners as the teacher listens.

Social Studies Lesson: What are absolute and relative locations on a map? *Read Me on the Map.*

I Do: Ask students to talk with their partner or group to define the word location. Then, ask them to try to define what absolute and relative mean. Ask students to share their answers. Put the definitions on the board along with examples.

We Do: We read; *Me on the Map*. We discuss different locations in the world, continent, country, state, and town. We identify what a relative location and absolute location means in relation to where we live.

They Do: Students will create a map of the school and write the address, its absolute location. Then discuss relative locations near the school with their partner.

Point of View Reading Lesson:

Read stories about characters and their feelings to explore their point of view. Pay attention to the dialogue and figure out how each character feels or thinks about

what is happening will show the characters' point of view.

Read: Today we will read a new book. First, we'll read for you to understand what the author says. Then, you'll read to analyze, or think carefully about, how the details reveal the characters' point of view. Read mentor text.

- Who are the main characters?
- What is the text mostly about?

Explore: Read aloud the essential question to set the purpose for the second read. Students will discuss characters, their point of view, and details from the text.

Think: Explain to the students that you will reread a specific line from the text. Then you will model how to figure out the character's point of view. Model how to find details in the text to fill in the chart. Encourage students to work with a partner to reread the story to complete the graphic organizer. Remind students that the Buddy Tip will help them to find the details they need to figure out each character's point of view.

Talk: Point of View

- Have partners discuss the point of view of the character
- Ask volunteers to share their ideas.

Write: Have a student read aloud the writing prompt. Invite a few students to tell what the prompt is asking them to do. Make sure students understand that they need to explain how the character is feeling and why. Point out that details in their charts will support their writing.

Wrap Up: Ask students to recall the learning target. Have them explain how figuring out the different points of view of the characters helped them better understand this text.

Assessment: Use responses to assess student's writing

***History of contributions of African-Americans (Amistad Law) (N.J.S.A. 18-A-35-4.43)**

Lesson: Read Aloud: *Amazing Grace*

	I Do: Ask students to talk to a partner about pretend games. Do they play different pretend games when they are alone? We Do: Read/listen to <i>Amazing Grace</i>. They Do: Students will take notes about how Grace reacts to wanting to be Peter Pan, how the class reacts to her choice, and what kind of girl she really is. Discuss in a whole group how caring is so important. Share other ways to care for each other. Writing to Inform: Lab Report: Over the course of Unit 5, students write informative/explanatory texts in which they write a lab report telling about a bottle-car experiment and the results. They will introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section. Step 1 - Learn about Informational Writing. Read mentor texts, <i>Lifting with a Lever, Wheels, and Simple Machines</i> Step 2 - Unpack lesson Assignment Step 3 - Read/Gather Evidence Step 4 - Think it Through (plan - if/then) Step 5 - Draft - Beginning/Middle/End Step 6 - Revise Step 7 - Edit Step 8 - Publish/Collaborate/Share
Multi-Language Learner Accommodations • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a "buddy" (does not necessarily have to speak the primary language) • Allow electronic translator • Reword and repeat directions • Clarification of directions	504 Accommodations • Follow All 504 Modifications • Provide Picture Instructions • Small Group Instruction- • Allow Extra Time To Complete Assignments Or Tests • Allowing For Additional Wait Time For Student Responses During Conversations • Flexible Seating • Sound Wall

- Word banks
- Provide outlines, study guides
- Use graphic organizers
- Reduce multiple choice answers to two
- Pre teach vocabulary

- Chunk Assignments
- Positive Reinforcement
- Provide Fidget Tools

Notes

- Visuals
- Gesturing
- Use Of Realia And Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Sound Wall
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Special Ed Accommodations

- Model Assignments
- Provide Brain Breaks
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Provide Peer Tutoring
- Use A Strong Student As A "buddy" (does Not Necessarily Have To Speak The Primary Language)
- Choral Reading
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction-
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group

- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Follow All Iep Modifications
- Scriber For Students Who Can't Write
- Technology Resources

At-risk Accommodations

- Homework
- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

- Provide Peer Tutoring
- Use A Strong Student As A "buddy"
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Create A Nurturing Environment
- Provide Visuals
- Sound Wall
- Be Flexible With Assignments And Time Frames
- Provided Needed Academic Resources

Gifted and Talented Accommodations

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Notes

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities • Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles) • Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Organize And Offer Flexible Small Group Learning Activities
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Organize Integrated Problem-solving Simulations
- Debrief Students
- Propose Interest-based Extension Activities Equipment Needed
- Ask Higher Order Thinking Questions Using
- Discovery Learning Instead Of Explicit Learning

	Use Centers And Group Students According To Ability Or Interest
Stage 4: Reflection	
Teacher Reflections	



Unit Planner: OCC 6 Landforms ELA Grade 2

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English
Language Arts / ELA Grade 2 / Week 31 - Week 36

Last Updated: Tuesday, July 23, 2024 by Sarah Carey

OCC 6 Landforms

Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 6: As students read each week for close reading of the text they will identify the integration and knowledge and ideas in literature. Students will learn to use pictures that go with stories to better understand characters and what happens to them. They will learn how different people in different places have told the same stories. Over the course students will write opinion pieces on topics or texts, supporting a point of view with reasons. Students will review closed and open syllable patterns, final e patterns, r-Controlled syllable patterns, final syllable patterns, and vowel team syllable patterns. Students will practice using adjectives and adverbs to describe to make their writing clear and interesting in this unit.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 2

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

The actions of individuals and government affect decisions made for the common good.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Civic Mindedness

Certain character traits can help individuals become productive members of their community.

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

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Population Patterns

Physical and human characteristics affect where people live (settle).

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 🗺️

NJ: 2023 SLS: English Language Arts

NJ: Grade 2

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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

- L.RF.2.3.A. Know spelling-sound correspondences for common vowel teams.
- L.RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.
- L.RF.2.3.C. Decode words with common prefixes and suffixes.
- L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.
- L.RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words.
- L.RF.2.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A. Read grade-level text with purpose and understanding.
- L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.
- L.WF.2.1.B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.2.2.A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- L.WF.2.2.B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel –r and CVC syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- L.WF.2.2.C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- L.WF.2.2.D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3.D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

Reading

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 🐼

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

Writing

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

W.AW.2.1.A. Introduce an opinion.

W.AW.2.1.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.AW.2.1.C. Provide a conclusion.

Speaking and Listening Domain

Speaking and Listening

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

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

Copyright © State of New Jersey, 1996 - 2020.

Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Copyright © State of New Jersey, 1996 - 2020.

Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 2

9.4 Life Literacies and Key Skills: Digital Citizenship

Young people can have a positive impact on the natural world in the fight against climate change.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g.,

6.3.2.CivicsPD.1). 

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).



Copyright © State of New Jersey, 1996 - 2020.

Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in

the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[LGBT & Disabilities Law Mandate Gr. 2 Unit 6.pdf](#)

Additional & Supplementary

Core Instructional and Supplemental Materials and Resources:

Student Books

Teaching Resource Book

Sound Phonics Cards

High-Frequency Word Wall

Leveled Readers

Decodable Readers

Graphic Organizers

Technology resources :

Jr.brainpop.com

[Scholastic News](#)

You can also use third-party vendor websites such as:

Commonlit, Kahoot, ReadWorks, and Epic Books

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Writing Traits

ELA Companion Standards (6th-12th Only)

- Can also use a third-party vendor website such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade-Level Expectations

- Writing Traits
- Can also use a third-party vendor website such as Epic Books.

Supplemental Texts for Students Exceeding Grade Level Expectations

- District approved Novels
- You can also use third-party vendor websites such as Commonlit.org.

~KNOWLEDGE~

Enduring Understandings

- Use pictures in a text to help understand the passage.
- Find important points an author makes in a passage.
- Find the reasons the author uses to make these points.
- Word choice using content specific vocabulary in writing.
- Compare and contrast the most important points in two texts on the same topic.
- Explain how pictures in a story help to understand a story's characters.
- Explain how pictures in a story help to understand a story's setting.
- Explain how pictures in a story help to understand a story's plot.
- Compare and contrast the same story told by two different authors.
- Compare and contrast the same story told by two different cultures.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.

Essential Questions

- Can water and other elements change land quickly?
- Can it also change over periods of time?
 - What is a feature of land in our state?
 - Why do you think people like to hike in mountains and canyons?
- What is word choice?
- What are Landforms?
- Why do stories and nonfiction texts include details to show who, what, when, where, why, and how?
- How can pictures show more about what you read?
- How do authors give reasons for their ideas?
- How can texts about the same topic be alike and different?
- What is the integration of knowledge and ideas in literature?
- Can I use graphics and pictures to predict what a story is about?
- What is an opinion letter?

Content	Vocabulary	Skills/Performance Expectations
		• Use closed and open syllable patterns in reading and writing with 80% accuracy. • Review and practice all final e syllable patterns with 80% accuracy. • Review and practice all final stable syllable patterns with 80% accuracy. • Review and practice all vowel team syllable patterns with 80% accuracy. • Use strong words to tell exactly or most clearly what is happening in a sentence. • Use adjectives and adverbs to describe in writing. • Use inflection endings to describe. • Read and write prefixes: re-, pre-, un-, and dis- with 80% accuracy. • Read and write suffixes: -er, -or, -ly, -y, -ful, and -less with 80% accuracy • Write, revise and edit an opinion letter using the NJDOE rubric and achieve 80% accuracy. • Use precise and accurate vocabulary in sentences and paragraphs and varied word choice. • Engage in collaborative discussions with a partner or whole group. • Use capitalization and punctuation to form sentences, use NJDOE rubric for conventions. • Use expression, intonation and phrasing of fluency of text with 80% accuracy.

Stage 2: Assessment Evidence

Assessments

[Unit 6 Gr 2 Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Suggested Learning Activities

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word Banks
- Sound Cards
- Readworks selected level passages(3rd party vendor)
- Epic Books (3rd party vendor)
- BrainpopJr.

Resources for students **approaching** grade level expectations:

- Sound Wall/Sound Cards
- Sound Wall
- Magnet Letters
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writing checklist
- White Boards
- BrainpopJr.

Resources for students **exceeding** grade level expectations:

- District Approved and Selected Novels
- Story Map Graphic Organizer
- Text Evidence Graphic Organizer
- Compare and Contrast the Point of View from two sources
- Scholastic News with printed Skill Sheets
- Brainpop

Writing Skills: Writing Traits - Voice

Writing Skills: Voice Lesson:

I can define and use the word 'voice' in my writing. I can practice using symbols to correct errors in a sentence.

I Do: Post 'voice' poster somewhere in the room so students can easily see. Have everything on the poster covered except for the word 'voice.' Explain that over the next month, we are going to be learning new vocabulary in writing. Today's new word will be 'voice.' Ask students to guess the meaning of the word and write down their answer.

We Do: Discuss the following sentences as whole group:

a. weak voice I ate all my dinner. b. strong voice I gobbled up every tasty bite.

Read the following paragraphs aloud and let the students Think-Pair-Share to decide which has better voice and why:

a. I went canoeing with friends. They brought their dog. It was hot outside. The water felt good. The dog liked to play in the water with us. We all got wet. It was fun!

b. One sizzling August afternoon my friends and I cruised down the Wisconsin River on a bright red canoe. Their energetic golden retriever, Paddington, rode along with us.

Tell students that we will be reading the book Alexander and the Terrible, Horrible, No Good, Very Bad Day.

They Do: After reading the book students will work with partners or small group to discuss the following question:

a. Is the writer enthusiastic about the topic?

b. Does this writing have personality?

c. How does the writer feel?

d. Does the story hold the reader's attention?

Students will write independently a few sentences using voice, then share it with partners as the teacher listens.

Social Studies Lesson: What are absolute and relative locations on a map? *Read Me on the Map.*

I Do: Ask students to talk with their partner or group to define the word location. Then, ask them to try to define what absolute and relative mean. Ask students to share their answers. Put the definitions on the board along with examples.

We Do: We read; *Me on the Map*. We discuss different locations in the world, continent, country, state, and town. We identify what a relative location and absolute location means in relation to where we live.

They Do: Students will create a map of the school and write the address, its absolute location. Then discuss relative locations near the school with their partner.

Point of View Reading Lesson:

Read stories about characters and their feelings to explore their point of view. Pay attention to the dialogue and figure out how each character feels or thinks about what is happening will show the characters' point of view.

Read: Today we will read a new book. First, we'll read for you to understand what the author says. Then, you'll read to analyze, or think carefully about, how the details reveal the characters' point of view. Read mentor text.

- Who are the main characters?
- What is the text mostly about?

Explore: Read aloud the essential question to set the purpose for the second read. Students will discuss characters, their point of view, and details from the text.

Think: Explain to the students that you will reread a specific line from the text. Then you will model how to figure out the character's point of view. Model how to find details in the text to fill in the chart. Encourage students to work with a partner to reread the story to complete the graphic organizer. Remind students that

the Buddy Tip will help them to find the details they need to figure out each character's point of view.

Talk: Point of View

- Have partners discuss the point of view of the character
- Ask volunteers to share their ideas.

Write: Have a student read aloud the writing prompt. Invite a few students to tell what the prompt is asking them to do. Make sure students understand that they need to explain how the character is feeling and why. Point out that details in their charts will support their writing.

Wrap Up: Ask students to recall the learning target. Have them explain how figuring out the different points of view of the characters helped them better understand this text.

Assessment: Use responses to assess student's writing

***History of contributions of African-Americans (Amistad Law) (N.J.S.A. 18-A-35-4.43)**

Lesson: Read Aloud: *Amazing Grace*

I Do: Ask students to talk to a partner about pretend games. Do they play different pretend games when they are alone?

We Do: Read/listen to *Amazing Grace*.

They Do: Students will take notes about how Grace reacts to wanting to be Peter Pan, how the class reacts to her choice, and what kind of girl she really is.

Discuss in a whole group how caring is so important. Share other ways to care for each other.

Writing to Inform: Lab Report:

Over the course of Unit 5, students write informative/explanatory texts in which they write a lab report telling about a bottle-car experiment and the

	results. They will introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section. Step 1 - Learn about Informational Writing. Read mentor texts, <i>Lifting with a Lever, Wheels, and Simple Machines</i> Step 2 - Unpack lesson Assignment Step 3 - Read/Gather Evidence Step 4 - Think it Through (plan - if/then) Step 5 - Draft - Beginning/Middle/End Step 6 - Revise Step 7 - Edit Step 8 - Publish/Collaborate/Share
Multi-Language Learner Accommodations • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a "buddy" (does not necessarily have to speak the primary language) • Allow electronic translator • Reword and repeat directions • Clarification of directions • Word banks • Provide outlines, study guides • Use graphic organizers • Reduce multiple choice answers to two • Pre teach vocabulary Notes • Visuals • Gesturing • Use Of Realia And Manipulatives • Simplified Language / Teacher Talk / Thinking Aloud • Graphic Organizers • Frequently Check For Understanding • Personal Word Walls / Word Rings • Introducing Key Vocabulary Before Lesson • Total Physical Response (tpr) Activities • Cloze Activities • Sound Wall • Teacher Modeling • Pattern Sentences (speaking And/or Writing)	504 Accommodations • Follow All 504 Modifications • Provide Picture Instructions • Small Group Instruction- • Allow Extra Time To Complete Assignments Or Tests • Allowing For Additional Wait Time For Student Responses During Conversations • Flexible Seating • Sound Wall • Chunk Assignments • Positive Reinforcement • Provide Fidget Tools

- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Special Ed Accommodations

- Model Assignments
- Provide Brain Breaks
- Chunk Assignments
- Use Visuals
- Sound Wall
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Provide Peer Tutoring
- Use A Strong Student As A "buddy" (does Not Necessarily Have To Speak The Primary Language)
- Choral Reading
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction-
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Follow All Iep Modifications
- Scribe For Students Who Can't Write
- Technology Resources

At-risk Accommodations

- Homework
- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

- Provide Peer Tutoring
- Use A Strong Student As A "buddy"
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests

Gifted and Talented Accommodations

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

- Work In A Small Group
- One On One Instruction
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Create A Nurturing Environment
- Provide Visuals
- Sound Wall
- Be Flexible With Assignments And Time Frames
- Provided Needed Academic Resources

Notes

- Propose interest-based extension activities
- Encourage Upper-Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities • Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles) • Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Organize And Offer Flexible Small Group Learning Activities
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Organize Integrated Problem-solving Simulations
- Debrief Students
- Propose Interest-based Extension Activities Equipment Needed
- Ask Higher Order Thinking Questions Using
- Discovery Learning Instead Of Explicit Learning

Use Centers And Group Students According To Ability Or Interest

Stage 4: Reflection

Teacher Reflections



ELA Grade 2

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 2 / English Language
Arts / ELA Grade 2

Tuesday, July 29, 2025, 6:16PM

Last Updated: Monday, October 14, 2024 by Emily Streeter
Carey, Sarah; Kekesi, Jana; Lynch, Caitlin; Nicholl, Theresa

2nd Grade Language Arts integrates reading, writing, speaking, listening, and the study of vocabulary and grammar in a way that engages today's learners and supports them in building a broad and diverse set of literacy skills.



Unit Planner: OCC 1- Informational (30 Days) ELA Grade 3

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 3 / English
Language Arts / ELA Grade 3 / Week 14 - Week 26

Last Updated: Monday, October 14, 2024 by Lisa Rajeski

OCC 1- Informational (30 Days)

Gilpin, Katie; Lynch, Caitlin; Mille, Christine; Rajeski, Lisa

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 1 (30 days): As students read and analyze complex texts, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses based on scaffolded texts that help build student knowledge. Over the course of the unit, students will develop informational writing pieces that report the facts, definitions, and details to answer Who? What? When?Where? Why? and How? Questions about a topic which guides students to use problem solving skills through literature experiences with fables, folktales, and realistic fiction. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Students will use the steps for writing which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Civics and Political Institutions

In a representative democracy, individuals play a role in how government functions.

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Civic Mindedness

Certain dispositions help individuals contribute to the health of American democracy.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

NJ: 2023 SLS: English Language Arts

NJ: Grade 3

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.

L.RF.3.3.B. Decode words with common Latin suffixes.

L.RF.3.3.C. Decode multisyllable words.

L.RF.3.3.D. Read grade-appropriate irregularly spelled words.

L.RF.3.3.E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.3.4.A. Read grade-level text with purpose and understanding.

L.RF.3.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.3.2.A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

L.WF.3.2.B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

L.WF.3.2.C. Identify language of word origin, as noted in dictionaries.

L.WF.3.2.D. Spell singular and plural possessives (teacher's; teachers')

L.WF.3.2.E. Change y to i (cried) in words with suffixes, when required

L.WF.3.2.F. Spell regular two- and three-syllable words that:

L.WF.3.2.F.i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

L.WF.3.2.F.ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

L.WF.3.2.G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

L.WF.3.3.A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B. Capitalize appropriate words in titles.

L.WF.3.3.C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E. Use appropriate pronouns with clear referents.

L.WF.3.3.F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

L.WF.3.3.G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H. Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3.I. Organize ideas into paragraphs with main ideas and supporting details.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.VL.3.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.3.3.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.VI.3.3.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.VI.3.3.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

Reading

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Writing Domain

Writing

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.3.2.A. Introduce a topic clearly.

W.IW.3.2.B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2.C. Include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

W.IW.3.2.D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

W.IW.3.2.E. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

W.NW.3.3.A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.

W.NW.3.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.3.3.C. Use transitional words and phrases to manage the sequence of events.

W.NW.3.3.D. Use concrete words and phrases and sensory details to convey experiences and events.

W.NW.3.3.E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.3.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B. Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

Speaking and Listening

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 🗣️

Copyright © State of New Jersey, 1996 - 2020.

Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Copyright © State of New Jersey, 1996 - 2020.

Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).



Copyright © State of New Jersey, 1996 - 2020.

Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

"interdisciplinary." (Click on the I circle to the right of the standards checkbox.)		Mandates Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.
Additional & Supplementary Performance Tasks/Use of Technology: • Conferencing/Individual Small group • Open Ended Questions • Presentations • Google Slide • https://www.commonlit.org/ • https://kahoot.com/ • https://www.activelylearn.com/ • https://info.flipgrid.com/ • https://padlet.com/		ELA Companion Standards (6th-12th Only)
~KNOWLEDGE~		
Enduring Understandings • Effective communication relies on the usage of the writing process. • An information writing purpose is to demonstrate understanding and for readers to be informed. • Readers develop a better understanding through reflection of text, by using close reading strategies and mentor texts. • Readers analyze the structure of a text to locate information, determine how parts are related, and construct overall meaning. • Readers analyze multiple texts on similar themes or topics to build knowledge and to compare authors' approaches.		Essential Questions • How does the purpose influence the format of the writing? • What is my purpose for writing an informational text? • How do readers use strategies to comprehend various texts? • How do themes develop throughout the text?
Content	Vocabulary	Skills/Performance Expectations <i>Students will be able to..</i>

- Cite relevant evidence from text with 70% accuracy using the NJDOE rubric.
- Determine the theme within a story using a theme graphic organizer.
- Make, confirm, and revise predictions using a prediction graphic organizer.
- Draw evidence from literature while finding text evidence to support the main idea and supporting details.
- Write informative/expository text with 70% accuracy using the NJDOE rubric.
- Acquire and use academic vocabulary through reading and writing.
- Explain the function of nouns and use in writing with 80% accuracy.
- Edit for conventions by forming and using irregular verbs with 80% accuracy.
- Engage in collaborative discussions with peers.
- Form and use regular and irregular plural nouns in writing with 80% accuracy.
- Determine author's point of view with the use of a P.I.E. anchor chart and graphic organizer.
- Reread and note text evidence to support understanding.
- Proofread/Edit and Publish a final writing piece to achieve a minimum of a 70% using the NJDOE writing rubric.
- Explain the function of nouns, subjects, predicates, and form/use irregular verbs and use in writing with 80% accuracy.
- Identify similes
- Identify and use possessive nouns to achieve a minimum of 80% accuracy.

Stage 2: Assessment Evidence

Assessments

Unit 1- 3rd ELA Assessments

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word banks

Resources for students **approaching** grade level expectations:

- Leveled Text
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writers checklist
- EZreaders

Resources for students **exceeding** grade level expectations:

- Leveled Text
- Compare and contrast the theme from beginning to end of the story

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Kids Search Engine Character Change Graphic Organizer <https://www.eadeverell.com/wp-content/uploads/10.-Characters-Change.pdf>
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
 - Picture Books for teaching skills-
centergrove.k12.in.us

Suggested Learning Activities

Processed Writing: Writing to Inform: Report

Reading Skill: Central Message/Theme

I Do: Introduce/review concept of “theme/central lesson”, moral of the story, etc. using an anchor chart. Set the intention before reading that S should look for characters learning a lesson.

We Do: Read the story with the students and stop for class discussion questions to monitor understanding.

They Do: Students discuss in partners/small groups- “what did the characters learn? How do you know?” T cycles through the room and conferences with groups as needed.

Reading Skill: Draw Evidence

Read: *Sebastian's Roller Skates* (via Storyline Online) storylineonline.net

I Do: Review/introduce the concept of characters changing over time. Build background knowledge about shyness (see lesson link for examples). Introduce the story and challenge S to observe how Sebastian changes from the beginning of the story to the end.

We Do: Read the story. Pause periodically to check for understanding as needed.

They Do: Using an exit ticket format, S draws evidence from the story to explain how Sebastian changes over time.

More ideas: Story on Line: Sebastian's Roller Skates- storylineonline.net

Writing: Informative On Demand

I Do: Review the main elements of informative writing (topic-detail-closure) with the class.

We Do: Watch “The Adventures of EcoRilla” on YouTube. Discuss “why is it important to save water?”. S fold a blank piece of paper into quarters. In

	each box, write or draw something you can do to save water. They Do: S use a brainstorm page to write an informative writing sample in which they present a topic, include details, and provide a sense of closure. *T collects writing samples to check for understanding. *Mandate: Climate Change: Read: <i>Whooping Cranes in Danger</i> by: Susan E. Goodman I Do: Introduce/review concept of “theme/central lesson”. Using an anchor chart. Set the intention before reading that S should look for reasons why the whooping cranes are endangered. We Do: Read the story with the students and stop for class discussion using ideas from the text to add to the chart. They Do: Students discuss in partners/small groups- “why are the whooping cranes endangered? What did the text tell us? What can we do to help solve future problems of climate change? T cycles through the room and conferences with groups as needed.
Multi-Language Learner Accommodations 3rd ELA Differentiation Options	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations 3rd ELA Differentiation Options	Gifted and Talented Accommodations 3rd ELA Differentiation Options
Stage 4: Reflection	
Teacher Reflections	



Unit Planner: OCC 2- Literature (30 Days) ELA Grade 3

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 3 / English
Language Arts / ELA Grade 3 / Week 1 - Week 13

Last Updated: Monday, October 14, 2024 by Lisa Rajeski

OCC 2- Literature (30 Days)

Gilpin, Katie; Lynch, Caitlin; Mille, Christine; Rajeski, Lisa

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 2 (30 days): As students read and analyze complex texts, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses based on scaffolded texts that help build student knowledge. Over the course of the unit, students will develop responses to literature in an essay form that uses key details from the text to explore specific parts of the text and examine a topic to convey ideas and information clearly through experiences with informational texts (science articles), stories, plays, and poems. Determine the main idea of a text; recount the key details, and explain how they support the main idea using the steps for writing which includes studying mentor texts.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Population Patterns

Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

Patterns of settlement differ markedly from region to region, place to place, and time to time.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

NJ: 2023 SLS: English Language Arts

NJ: Grade 3

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.

L.RF.3.3.B. Decode words with common Latin suffixes.

L.RF.3.3.C. Decode multisyllable words.

L.RF.3.3.D. Read grade-appropriate irregularly spelled words.

L.RF.3.3.E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.3.4.A. Read grade-level text with purpose and understanding.

L.RF.3.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.3.2.A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

L.WF.3.2.B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

L.WF.3.2.C. Identify language of word origin, as noted in dictionaries.

L.WF.3.2.D. Spell singular and plural possessives (teacher's; teachers')

L.WF.3.2.E. Change y to i (cried) in words with suffixes, when required

L.WF.3.2.F. Spell regular two- and three-syllable words that:

L.WF.3.2.F.i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

L.WF.3.2.F.ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful) and suffix -tion.

L.WF.3.2.G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

L.WF.3.3.A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B. Capitalize appropriate words in titles.

L.WF.3.3.C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E. Use appropriate pronouns with clear referents.

L.WF.3.3.F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

L.WF.3.3.G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H. Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3.I. Organize ideas into paragraphs with main ideas and supporting details.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.VL.3.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Domain

Reading

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. 📖

Writing Domain

Writing

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.3.2.A. Introduce a topic clearly.

W.IW.3.2.B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2.C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

W.IW.3.2.D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

W.IW.3.2.E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.3.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B. Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

Speaking and Listening

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 🗣️

Copyright © State of New Jersey, 1996 - 2020.

Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Copyright © State of New Jersey, 1996 - 2020.

Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g.,

6.3.5.CivicsPD.3, W.5.7). 🗣️

Copyright © State of New Jersey, 1996 - 2020.

Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain

		awareness of and successfully address climate change.
Additional & Supplementary Performance Tasks/Use of Technology: • Conferencing/Individual Small group • Open Ended Questions • Presentations • Google Slide • https://www.commonlit.org/ • https://kahoot.com/ • https://www.activelylearn.com/ • https://info.flipgrid.com/ • https://padlet.com/		ELA Companion Standards (6th-12th Only)
~KNOWLEDGE~		
Enduring Understandings • Writing is strengthened through the writing process involving revising and editing. • Clear and focused questions support the researchers' finding information. • Effective researchers validate the credibility and relevance of the information. • Students develop skills and strategies necessary to interpret text through independently and proficiently reading, comprehending, and writing about them.		Essential Questions • How does the writing process support my writing? • How can I support my findings with appropriate evidence? • How do readers use evidence to support their comprehension of the text ? • How does the reader use text structure (ex. paragraphs, stanza, scene) to enhance the meaning.
Content	Vocabulary	Skills/Performance Expectations <i>Students will be able to..</i> • Cite relevant evidence from text with 70% accuracy using the NJDOE rubric. • Recount stories using text evidence to support answers. • Distinguish between singular, plural, personal, and indefinite pronouns in writing 80% accurately. • Describe cause/effect with the use of a cause/effect graphic organizer/anchor chart.

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Acquire and use academic vocabulary through reading and writing. • Engage in collaborative discussions with peers on a regular basis. • Identify subject and object pronouns in writing accurately 80% of the time. • Ensure subject-verb and pronoun-antecedent agreement accurately in writing 80% of the time. • Form and use possessive pronouns in writing accurately 80% of the time. • Ask and answer questions that develop understanding of the text more clearly. • Read and interpret text by rereading paragraphs closely to understand it clearly. • Draw evidence from literature with supporting text evidence and citing certain points. • Distinguish linking verbs • Identify the author's point of view with the use of an author's point of view graphic organizer. • Conduct extended research using a graphic organizer to organize facts. Use the NJDOE rubric to achieve a minimum of 70%. • Use prefixes as clues to the meaning of a word in writing accurately 80% of the time. • Describe text structure: compare/contrast using a compare/contrast graphic organizer • Reread for understanding of text. • Form and use regular and irregular verbs in writing at least 80% of the time correctly. • Identify Greek and Latin roots in writing with 80% accuracy. • Use sentence clues to understand the meaning of a word. • Describe text structure; cause and effect while using |
|--|--|---|

the cause/effect graphic organizer.

- Produce simple, compound, and complex sentences.
- Demonstrate understanding of multiple-meaning words within reading 80% of the time correctly.
- Determine main idea/key details by using a main idea/key details graphic organizer.

Stage 2: Assessment Evidence

Assessments

Unit 2- 3rd ELA Assessments

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word banks
- Task Cards Cause/Effect-Minds in Bloom Website

Resources for students **approaching** grade level expectations:

- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writer's checklist
- EZreaders

Resources for students **exceeding** grade level expectations:

- Describe cause/effect relationships in scientific texts

Useful links / online resources

- Print Material
- White board
- Computer

Suggested Learning Activities

Reading Skill: Cause-Effect Relationships

I Do: Introduce the interactive anchor chart/graphic organizer for comprehending cause and effect. Define the characteristics of cause/effect. Summarize the expectations for each box.

We Do: Help students envision cause/effect relationships with before-and-after photo boxes. Ask students to predict What will happen? Identify answers as effects and uncover photos to see if predictions were correct.

You Do: S create captions for each photo combination, explaining their cause/effect relationships. S. reread paragraphs in texts and identifies cause/effect relationships by looking for signal words or visualizing what's happening to determine what came first (before/cause) and what came second (after/effect). S. annotate and organize information on a cause/effect chart.

*Hand in for teacher review

- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCR's
- Picture Books
 - Picture Books for teaching skills
- Smekens Comprehending Cause/Effect
- Safe Search Kids
- <https://jr.brainpop.com/> - Cause/Effect

Extended Research/ Speaking and Listening

Lesson: Genius Hour PowerPoint (Cause/Effect Relationships in Science)

I Do: Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board.

We Do: Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.

They Do: Students will create their questions and begin their research once approved by the teacher.

*Students will present their projects to their peers and teacher.

On Demand Writing

Lesson:

Mandate: Climate Change Activity

Build interest: Students complete KWL chart. What does the word conservation mean? What does it mean to conserve water? What do you already know about how to conserve water?

Introduction: Watch the video [Water Tips](#)
video: Students engage in discourse through turn and talk, "Why is it important to save water? How can you save water?"

Teacher model: Read aloud the [article](#) about water tips and model how to take notes and properly annotate.

Partner research: Students read articles [using safesearchkids.com](#). Students take notes and annotate important information. Students engage in discourse: "What are new ways we can save water? How does conserving water help save our environment? What examples did you read about in the articles?"

	<u>Independent:</u> Students will write about why it is important to save water and reference articles they have researched. Students may include text features/visuals: diagram, image, caption, etc. <u>Exit Ticket:</u> Finish the “L” on the KWL chart
Multi-Language Learner Accommodations 3rd ELA Differentiation Options	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations 3rd ELA Differentiation Options	Gifted and Talented Accommodations 3rd ELA Differentiation Options
Stage 4: Reflection	
Teacher Reflections	