

**Mansfield Township School District  
John Hydock Elementary School**

**K-2  
English Language Arts  
Curriculum**



**Board of Education Approval:  
December 2018**

*Updated and Reapproved May 2020*

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# Mission Statement

The mission of the Mansfield Township School District is to provide programs, materials, experiences, and environment that will ensure all students achieve the expectations of the New Jersey Student Learning Standards (NJSLS). In addition, the District's mission is to produce ethically, morally responsible students who possess the personal, interpersonal, intellectual, and social/emotional skills, concepts and understandings that will allow all students to function in, and live productively in society. In pursuit of our mission, we pledge to:

- Promote a learning environment that stresses not only the academic process but also self-discipline, self-worth, motivation, and respect for self, all others, and property.
- Provide equal access to a quality education where each student can reach his/her unique potential and recognize the efforts of each student.
- Provide equal access to a quality education where each student can reach his/her unique potential and recognize the efforts of each student.
- Promote an appreciation and understanding of diverse cultural backgrounds in our society and ensure a school climate that is accepting and welcomes everyone.
- Provide and maintain open communications between school and home among all sectors of the community.
- Involve community members in the educational process by promoting volunteer programs.
- Encourage a spirit of pride, professionalism, and growth among staff members.
- Provide students opportunities to use current technologies to help develop critical thinking and problem solving skills.
- Develop and offer parent training programs that assist parents
- Provide the needed resources for the continual revision and updating of program offerings and facilities.
- to enhance parenting skills.
- Encourage the development of partnerships with business and corporations for the support of our educational offerings.

## New Jersey Student Learning Standards

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

## **Goals and Objectives (outcomes):**

### **Reading**

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Writing**

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening**

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **Language**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Units of Study:**

Reading- Foundational Skills  
Reading- Literature  
Reading- Informational Text  
Writing  
Speaking and Listening  
Language

## **Kindergarten Mastery Objectives:**

### **Reading Literature**

- RLK.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RLK.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RLK.3 With prompting and support, identify characters, settings, and major events in a story.
- RLK.4 Ask and answer questions about unknown words in a text.
- RLK.5. Recognize common types of texts (e.g., storybooks, poems).



- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.8 (Not applicable to literature)
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding

### Reading Informational Text

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading Foundational Skills

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding.
- RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

### Writing

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a

reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.K.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.K.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Grade 1 Mastery Objectives:**

### Reading Literature

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10. With prompting and support, read informational texts at grade level text complexity or above.

### Reading Informational Text

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

### Reading Foundational Skills

- RF.1.1. Demonstrate mastery of the organization and basic features of print.
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension.

### Writing

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Speaking and Listening

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

### Language

L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## **Grade 2 Mastery Objectives:**

### Reading Literature

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

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

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

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

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

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

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

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

### Reading Informational Text

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

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

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

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

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

### Reading Foundational Skills

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

### Writing

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### Speaking and Listening

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

### Language

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

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

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

L.2.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary.

# English Language Arts Assessment Guidelines

**Reading Program: JOURNEYS ~ Houghton Mifflin Harcourt**  
**Writing Program: SchoolWide**

<b>GRADE K</b>		
Type of Assessment	Administration	Timeline
New to Kindergarten Assessment: <ul style="list-style-type: none"> <li>• Concepts About Print</li> <li>• Letter recognition</li> <li>• Number recognition</li> <li>• colors/shapes</li> <li>• Sight words</li> <li>• Counting</li> <li>• WTW Spelling Inventory Kindergarten</li> </ul>	All students; individually	Completed by September 30
Dibels	All students; individually	Completed by September 30 and May 31 as identified
Running Records (2)	All students; individually	Completed beginning to middle of year and end of year
Writing Benchmark	All Students; individually	Completed beginning to middle of year and end of year

<b>GRADE 1</b>		
Type of Assessment	Administration	Timeline



Fountas and Pinnell Benchmark Assessments	All students; individually	September, February (below level only), May
Dibels	At Risk Students	Completed by September 30 as identified
Running Records	All students; individually	As needed throughout the year
District Writing Sample	All students; whole-group	September, January, May
Weekly Tests	All students; whole-class or small-group	Completed at the end of each lesson
District made rubric	All students; individual	1-2 per unit
Benchmark Tests (Units 1, 3, and 5)	All students; whole-class	Completed at the end of each unit
Unit Tests (Units 2, 4 and 6)		
Writing Benchmark	All Students; individually	Completed beginning to middle of year and end of year

<b>GRADE 2</b>		
<b>Type of Assessment</b>	<b>Administration</b>	<b>Timeline</b>
Dibels	At risk students	Completed by September 30 as identified
Fountas and Pinnell Benchmark Assessments	All students individually	September, February (below level only), May
Running Records	All students; individual	As needed throughout the year
Weekly Tests	All students; individual or small-group	Completed at the end of each lesson

District Made Writing Rubric	All students; individual	1-2 per unit
Writing Benchmark	All Students: individually	Completed beginning to middle of year and end of year

# GRADE K

## Reading

# GRADE K

## Unit 1: Welcome to Kindergarten

### Journeys Document

Unit 1 READING	Suggested Pacing: September-October
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Literature:</b> RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.9, RL.K.10,  <b>Reading Standards for Informational Text:</b> RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.10,  <b>Reading Standards: Foundational Skills:</b> RF.K. 1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2a, RF.K.3a, RF.K.3c, RF.K.2d, RF.K.4  <b>Speaking and Listening Standards:</b> SL.K.1a, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skill:</b> Main Ideas, Understanding Characters, Story Structure, Text and graphic features</p> <p><b>Comprehension Strategy:</b> Summarize, Infer/Predict, Monitor/Clarify, Analyze/Evaluate</p> <p><b>Vocabulary:</b> Classify and Categorize Family Words, Rhyme, Synonyms, Environmental Print, High Frequency Words</p> <p><b>Foundational Skills:</b> Letter formation (a-z) Letter name, keywords and sounds; short vowels, consonants, word awareness, Story retelling, Prosody with echo reading</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Read Aloud Books</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys Interactive Instructional Flip Chart</li> <li>• Journeys Think Central Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectables</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys ThinkCentral Resource Bank</li> <li>• Wilson-Fundations</li> </ul>	

## Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### Technology

- TECH.8.1.2- All Students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### 21st Century

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.

### Cross Curricular Connections:

- Poetry- Poems  
LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- Social Studies- Informational Text (places)  
SOC.K-4.1.2.2 Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Science- Informational Text (dogs)  
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Traditional Tales- Fairy Tale and Fables  
LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).  
LA.K.RL.K.2 With prompting and support, retell familiar stories including details (e.g., who, what, where, when, why and how).
- Social Studies- Informational Text (newspapers)  
SOC.K-4.1.4.2 Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.
- Think Central Online Resources & Smart Notebook Pages  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### Suggested Assessments:

District Assessments

- Journeys Unit Assessment

- Journeys Progress Monitoring Assessments
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# GRADE K

## Unit 2: Show and Tell

### Journeys Document

<b>Unit 2 READING</b>	<b>Suggested Pacing:</b> October-November
<p><b>New Jersey Student Learning Standards:</b>          Reading Standards for Literature K-5: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10          Reading Standards: Foundational Skills K-5: RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10          Reading Standards for Informational Text K-5: RF.K.1a, RF.K.1b, RF.K.1d, RF.K.2c RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4.          Speaking &amp; Listening Standards K-5: SL.K.1a, SL.K.2, SL.K.3, SL.K.4, SL.K. 5, SL.K. 6.</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills: Compare and Contrast, Understanding Characters, Details, Text and Graphic Features, Story Structure</b></p> <p><b>Comprehension Strategies: Monitor/Clarify, Analyze/Evaluate, Visualize, Question, Summarize,</b></p> <p><b>Vocabulary: Context Clues, Classify and Categorize Sensory Words, Rhyme, High frequency Words (see Kindergarten Appendix)</b></p> <p><b>Foundational Skills: Letter formation (a-z) Letter name, keywords and sounds; short vowels, consonants, word awareness, Story retelling, Prosody with echo reading</b></p> <p><b>Grammar: Sensory Words</b></p>	

**Instructional Materials/Resources:**

- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Magazine
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys Think Central Library and Assignments
- Interactive Flip Chart
- Journeys Teacher's Editions
- Journeys Projectables
- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral
- Journeys Read Alouds
- Wilson-Fundations

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology**

- **TECH.8.1.2-** All Students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP4.** Communicate clearly and effectively and with reason.

**Cross-curricular Connections:**

- Poetry  
**LA.K.RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- Science/Health- 5 Senses, Animals  
**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Think Central Online Resources & Smart Notebook Pages

**TECH.8.1.2-** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

District Assessments

- Journeys Unit Assessment
- Journeys Progress Monitoring Assessment
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# GRADE K

## Unit 3: Outside My Door

### Journeys Document

**Unit 3 READING**

**Suggested Pacing:**  
December - January

**New Jersey Student Learning Standards:**

Reading Standards for Literature K-5: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.9, RL.K.10  
Reading Standards for Informational Text K-5: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.K.8, RI.K.9, RI.K.10,  
Reading Standards: Foundational Skills K-5: RF.K. 1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2d, RF.K.3a, RF.K. 3b, RF.K.3c, RF.K.4  
Speaking and Listening Standards K-5: SL.K.1a, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

**Knowledge, Skills, and Instructional Objectives:**

**Comprehension Skill:** Compare and Contrast, Conclusions, Author’s Purpose, Cause and Effect, Sequence of Events

**Comprehension Strategy:** Question, Monitor/Clarify, Visualize, Infer/Predict, Analyze/Evaluate

**Fluency:** Pause for Punctuation, Read with Expression, Reading Rate

**Vocabulary:** Figurative Language, Classify and Categorize Sensory Words, Classify and Categorize Color Words, Classify and Categorize Number Words, Figurative Language Simile, High Frequency Words



**Foundational Skills:** Letter formation (A-Z), review (a-z) Alphabetical order, Sound mastery (consonants and short vowels) Syllable awareness

**Instructional Materials/Resources:**

- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Read Aloud Books
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys Interactive Instructional Flip Chart
- Journeys Think Central Library and Assignments
- Journeys Teacher's Editions
- Journeys Projectables
- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral
- Wilson-Fundations

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology**

- **TECH.8.1.2-** All Students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP4.** Communicate clearly and effectively and with reason.

**Cross-curricular Connections:**

- Poetry- Poems  
**LA.K.RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- Social Studies- Informational Text (magazines, holidays)

**SOC.K-4.1.4.2** Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

- Science- Informational Text (how water changes)  
**K-PS3-1.** Make observations to determine the effect of sunlight on Earth’s surface.  
 [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water]
- Science- Informational Text (animal homes)  
**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Science- Informational Text (weather)  
**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.  
**ESS2.D** Weather and Climate: Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.
- Think Central Online Resources & Smart Notebook Pages  
**TECH.8.1.2-** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

**District Assessments**

- Journeys Unit Assessment
- Journeys Progress Monitoring Assessment
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# GRADE K

## Unit 4: Let’s Find Out

### Journeys Document

<b>Unit 4 READING</b>	<b>Suggested Pacing:</b> January - February
<p><b>New Jersey Student Learning Standards:</b>            Reading Standards for Literature K-5: RL.K.1, RL.K.2, RL.K.3, RL.K. 4, RL.K.5,R.K.6, RL.K.7, RL.K.9, RL.K.10            Reading Standards: Foundational Skills K-5: RF.K.1a, RF.K.1b, RF.K.1d, RF.K.2b, RF.K.2c RF.K. 2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4.            Reading Standards for Informational Text K-5: RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10</p>	

Speaking & Listening Standards K-5: SL.K.1a,SL.K. 1b, SL.K.2, SL.K.3, SL.K.4, SL.K. 6.

**Knowledge, Skills, and Instructional Objectives:**

**Comprehension Skills:** Details, Conclusions, Author’s Purpose, Cause and Effect, Sequence of Events,

**Comprehension Strategies:** Summarize, Infer/Predict, Analyze/Evaluate, Question, Visualize

**Fluency:** Pause for Punctuation, Read with Expression, Reading Rate

**Foundational Skills:**

- Letter formation (A-Z), review (a-z) Alphabetical order, Sound mastery (consonants and short vowels), Syllable awareness
- Rhyming Phonemic Awareness skills: sound manipulation (initial, final sounds). Blending three sounds to read CVC words beginning with continuous sounds, Story Prediction

**Vocabulary:** Classify and Categorize, Science Words, Multiple-Meaning Words, Rhyme, Antonyms, Synonyms, High frequency Words

**Instructional Materials/Resources:**

- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Magazine
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys Think Central Library and Assignments
- Interactive Flip Chart
- Journeys Teacher’s Editions
- Journeys Projectables
- Journeys Grab ‘N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral
- Journeys Read Alouds
- Wilson-Fundations

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504’s, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations- unit 2-3
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology**

- TECH.8.1.2- All Students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.

### **Cross-curricular Connections:**

- Science: Weather, Informational Text; Places  
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.  
ESS2.D Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.
- Social Studies: Biography, Inventions  
SOC.K-4.1.1.2 Explain how the present is connected to the past.
- Science-Sea Animals  
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Social Studies-Family, Pets, Community Helpers  
SOC.K-4.1.2.2 Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Poems  
LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- Traditional Text; Fairy Tales  
LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).  
LA.K.RL.K.2 With prompting and support, retell familiar stories including details (e.g., who, what, where, when, why and how).
- Think Central Online Resources & Smart Notebook Pages  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Suggested Assessments:**

#### District Assessments

- Journeys Unit Assessment
- Journeys Progress Monitoring Assessments
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# GRADE K

## Unit 5: Growing and Changing Journeys Document

Unit 5 READING	Suggested Pacing: March-April
<p><b>New Jersey Student Learning Standards:</b></p> <p>Reading Standards for Literature K-5: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.9, RL.K.10</p> <p>Reading Standards for Informational Text K-5: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.K.9, RI.K.10,</p> <p>Reading Standards: Foundational Skills K-5: RF.K.1a, RF.K.1b, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4</p> <p>Speaking and Listening Standards K-5: SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skill:</b> Understanding Characters, Story Structure, Sequence of Events, Conclusions, Text and Graphic Features</p> <p><b>Comprehension Strategy:</b> Infer/Predict, Analyze/Evaluate, Visualize, Monitor/Clarify, Summarize</p> <p><b>Fluency:</b> Read with Expression, Reading Rate, Pause for Punctuation</p> <p><b>Phonics:</b> Blending sounds in nonsense CVC words, Segment and spell three-sound short vowel words, Distinguish long and short vowels, High Frequency Words</p> <p><b>Vocabulary:</b> Multiple-Meaning Words, High Frequency Words, Antonyms, Context Clues, Classify and Categorize, Describing Words, Classify and Categorize Seasons</p> <p><b>Phonemic Awareness:</b> Blend and Segment Phonemes, Substitute Phonemes</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Read Aloud Books</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys Interactive Instructional Flip Chart</li> <li>• Journeys Think Central Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectables</li> </ul>	

- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral
- Wilson-Fundations

### **Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technolog**

- TECH.8.1.2- All Students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.

### **Cross-curricular Connections:**

- Poetry/Social Studies- Poems/Friends and Cooperation  
LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- Science- Informational Text (baby animals)  
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Science- Informational Text (manual- plant growth)  
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Science- Informational Text (magazine article- animal bodies)  
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Social Studies- Informational Text (economics)  
SOC.K-4.1.2.2 Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Think Central Online Resources & Smart Notebook Pages  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

**District Assessments**

- Journeys Unit Assessment
- Journeys Progress Monitoring Assessments
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# GRADE K

## Unit 6: Looking at Us

### Journeys Document

Unit 6 READING

Suggested Pacing: May-June

**New Jersey Student Learning Standards:**

Reading Standards for Literature K-5: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.9, RL.K.10

Reading Standards for Informational Text K-5: RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.10,

Reading Standards: Foundational Skills K-5: RF.K.1a, RF.K.1b, RF.K.2b, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4

Speaking and Listening Standards K-5: SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

**Knowledge, Skills, and Instructional Objectives:**

**Comprehension Skill:** Cause and Effect, Compare and Contrast, Story Structure, Main Idea and Details, Understanding Characters

**Comprehension Strategy:** Visualize, Monitor/Clarify, Infer/Predict, Question, Summarize

**Fluency:** Pause for Punctuation, Read with Expression, Reading Rate, Sentence structure

**Phonics:** Phoneme segmentation, Concept of consonant digraph, keywords and sounds, Decoding three-sound words with digraphs, Spelling three-sound words with digraphs, Spelling of ck at end of words,

**Vocabulary:** Antonyms, Classify and Categorize Places, Context Clues, Figurative Language, Environmental Print

**Phonemic Awareness:** Nouns: Singular and Plural, Substitute Phonemes, Track Syllables

**Instructional Materials/Resources:**

- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Read Aloud Books
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys Interactive Instructional Flip Chart
- Journeys Think Central Library and Assignments
- Journeys Teacher's Editions
- Journeys Projectables
- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral
- Wilson-Fundations

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology**

- TECH.8.1.2- All Students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.

**Cross-curricular Connections:**

- Social Studies- Informational Text (jobs)  
SOC.K-4.1.4.2 Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.
- Social Studies- Informational Text (geography/places)  
SOC.K-4.1.2.2 Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.



- Poetry- Poems  
**LA.K.RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- Traditional Tales- Fairy Tales  
**LA.K.RL.K.5** Recognize common types of texts (e.g., storybooks, poems).  
**LA.K.RL.K.2** With prompting and support, retell familiar stories including details (e.g., who, what, where, when, why and how).
- Social Studies- Informational Text (then and now)  
**SOC.K-4.1.1.2** Explain how the present is connected to the past.
- Think Central Online Resources & Smart Notebook Pages  
**TECH.8.1.2-** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

**District Assessments**

- Journeys Unit Assessment
- Journeys Progress Monitoring Assessments
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# Kindergarten Writing

Kindergarten

Unit Number and Name	Unit Description	Timeline
Unit 1- launching Writers Workshop	How Writers Work	4 weeks- (September- October)
Unit 2- Informational/Explanatory	List & Label How-To Writing	16 weeks (January-April)
Unit 3- Narrative	Personal Narrative	12 weeks (October-December)
Unit 4- Opinion/Argument	FUNctional Writing	8 weeks (May-June)

## Unit 1

Unit 1 Overview- Launching Writers Workshop	NJSLS
<p><b>How Writers Work:</b> This unit was created to introduce students to writing workshop, to the writing process, and to getting to know why writers write in the ways they do. The mentor texts in this unit of study will help students think about what authors and illustrators are thinking and feeling when they write and draw. They will also encourage young students to notice how authors incorporate personal experiences, emotions, and details to enhance readers' experiences. In order for a writing workshop to run smoothly, students will need to</p>	<p>W.K.2, W.K.3 W.K.5, W.K.8 W.K.5,</p>

<p>know what is expected of them. Procedural conversations such as how writing workshop will function, what writing tools are and how they will be used, where these tools will be stored, and how students will discuss and share ideas are also presented in this unit.</p>	<p>W.K.7  SL.K.1,  SL.K.4,  SL.K.2,  SL.K.6,  L.K.1,  L.K.2,  L.K.3,  L.K.4,  L.K.5,  L.K.6</p>
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<p><b>Enduring Understandings</b></p>	<p><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>● Students will discover that writers write stories "only they can tell" and that there is a writer inside all of us.</li> <li>● Students will learn how writers ask questions to learn more about their topics and tell about the things they know and learn.</li> <li>● Students will learn that writers often show how small things can turn into big emotions and how this engages and helps them connect with their readers.</li> <li>● Students will discover that writers celebrate their life experiences through the stories they tell.</li> <li>● Students will learn how illustrators tell stories with detailed pictures.</li> <li>● Writers think about what they know and want to share with their readers before they begin writing or drawing.</li> <li>● Writers write about special moments they don't want to forget.</li> <li>● Writers are inspired by their passions.</li> <li>● Writers have ways of deciding which ideas to publish.</li> <li>● Writers reread their work to decide what they need to change or add to their drawings so readers will understand their stories.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers become a community of writers?</li> <li>● How do writers think and choose a topic?</li> <li>● How do writers recite their stories?</li> <li>● How do writers learn to write?</li> <li>● How do writers add more pages to their story?</li> <li>● How do writers tell a story before writing?</li> <li>● How do writers publish?</li> <li>● How do writers read their stories?</li> <li>● How do writers use tools?</li> <li>● How do writers make stories fun?</li> <li>● How do writers get ready for publication?</li> </ul>

<ul style="list-style-type: none"> <li>• Writers have their audiences in mind when revising their pieces.</li> <li>• Writers use the conventions of standard English capitalization to make their writing easy to read and understand.</li> <li>• Writers consider how their final pieces will look in order to make them attractive to readers.</li> <li>• Reflective practices help us learn and grow as writers.</li> </ul>	
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<b>Skills- What Students Will Learn to Do</b>
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<ul style="list-style-type: none"> <li>• Engage in a whole-class conversation about what writers and illustrators do.</li> <li>• Students will think and talk about what they know to generate writing and drawing ideas.</li> <li>• Students will think about their own special memories as a source of inspiration.</li> <li>• Students will discuss what they love to do and the stories they can tell about them.</li> <li>• Students will reflect on and reread their work to decide which idea they want to stick with and publish.</li> <li>• Students will go back to their drafts and reread what they have done so far to see what changes they would like to make.</li> <li>• Students will share their stories with partners in order to determine if they need to add more or take away something in order for their stories to make sense.</li> <li>• Students will begin to learn about the editing process as they check their writing for correct uppercase and lowercase letters.</li> <li>• Students will create covers for their writing to make their pieces more inviting.</li> <li>• Students will complete a self-reflection handout to help reflect on and understand how they have evolved as writers over time.</li> </ul>
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<b>Vocabulary/Key Terms</b>	<b>Modifications: Support and Enrichment</b>
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<ul style="list-style-type: none"> <li>• <a href="#">Instructional Vocabulary</a></li> <li>• Refer to pages 4-5 in How Writers Work Introduction</li> </ul> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p>
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**English Language Learners:** use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids & manipulatives; translator dictionary

**Students at Risk of Failure:** Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.

**Students with 504:** (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual & small group help

**Gifted Students:** provide additional enrichment activity; provide extension activities

### Learning Plan

**Week 1:** Immersion

**Week 2:** Immersion/Generating Ideas

**Week 3:** Selecting/Drafting/Revising

**Week 4:** Editing/Publishing/Student Self-Reflection

### Assessment Plan

Assessments to Measure Student's Understanding:

- Informal conferencing notes
- Non-fiction Rubric on final published work
- Reflecting on My Work Student Self-Reflection Handout

### Instructional Resources

- Core Program: SchoolWide: Writing Fundamentals How Writers Work
- WriteSteps Sound Card
- Monthly Personal Writing Journal
- Writing Process Checklist
- Supplemental Program: Foundations
- Additional and Alternative Materials and Resources:

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>• Reading - Understanding characters</li> <li>• Foundations - Identify correct</li> </ul>	<ul style="list-style-type: none"> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing</li> </ul>

<p>uppercase letter use.</p> <ul style="list-style-type: none"> <li>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</li> <li>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>MP3 Construct viable arguments and critique the reasoning of others</li> </ul>	<ul style="list-style-type: none"> <li>CRP6. Demonstrate creativity and innovation.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>	<p>device.</p> <ul style="list-style-type: none"> <li>8.1.2.A.2 Create a document using a word processing application</li> <li>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>
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## Unit 2

Unit 2 Overview-Informative/Explanatory	NJSLs
<p><b>List &amp; Label:</b> Students are drawn to list and label books because of their accessibility to beginning readers and writers. These books show the youngest writers that there are published books that look similar to what they can write. List and label books contain simple structures that the youngest writers can model with confidence. The texts are usually short and have strong support from the illustrations. Students have success reading simple list and label books, and therefore they have a natural curiosity about how to compose them. Writing in this genre and then reading what they produce provides a venue for students to practice the feel and sound of list and label books from the inside out. The notion that most any topic can be written about in a list or label structure provides a powerful scaffold for young writers. Students will go beyond deciding what they will write about and realize the need to plan how they will write it. “How will this topic or idea look on the page?” becomes an important question for young writers to consider. This unit provides a powerful study for writing the types of books that emergent readers and writers enjoy.</p> <p><b>How-To Writing:</b> Because so much of early reading and writing at home and in school involves learning how-to processes, grade K students are already familiar with the structure and purpose of such writing. Therefore, it is an excellent genre for students to immerse themselves in and attempt to emulate. While all the books chosen for this How-To writing unit are instructional and informational by nature, they interpret the genre in creative ways that delight and stimulate students’ imaginations. Several of the unit books are particularly well suited to emergent writers and readers who are just learning about words and structures because they have large, vibrant illustrations with only a few bold words to provide a visual bridge to writing concepts.</p>	<p>L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8, W.K.10</p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Students will identify how a combination of drawing, dictating, and writing can work together to compose a question and answer text.</li> <li>● Students will examine how writers name a topic and then supply information about that topic using lists and labels.</li> <li>● Lists grow from big topics that are defined through smaller examples.</li> <li>● Drawing the illustrations first helps writers envision how the story might go.</li> <li>● Books are written for many different purposes: to share information, to teach, and to remember or keep track of information.</li> <li>● Writers label their pictures in many different ways.</li> <li>● Books contain a repeating phrase to hold the pages together.</li> <li>● Writers find themselves immersed in topics for stories. Choosing the right one to further explore is a deliberate act.</li> <li>● A list and label structure is one way to organize a piece of writing.</li> <li>● Crafting a text using descriptive language determines the picture in readers' minds.</li> <li>● Illustrations can add information to a page that is not included in the text..</li> <li>● Writers are selective and purposeful about the words they choose.</li> <li>● Beginning writers are expected to demonstrate command of the conventions of standard English grammar and usage by printing lower and uppercase letters appropriately.</li> <li>● Distinguishing between the ending of one word and the beginning of a new word requires white space between words.</li> <li>● The title and the cover of a book must work together to hint at the story inside.</li> <li>● Evaluating and reflecting on a published piece of writing enables writers to name what they've learned and begin to plan for future stories.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers use text to create How-To topics?</li> <li>● Why do we revisit and revise our work?</li> <li>● Why should we keep the reader in mind when writing?</li> <li>● How do writers prepare for publication?</li> <li>● How can we learn to do a different kind of writing, so that we use diagrams and words to teach people how to do something, step by step?</li> <li>● How can we learn ways to make our how to books even better by studying what a published author did in his/her book?</li> <li>● How can we do a better job of making sure that readers understand what we are saying?</li> </ul>

### Skills- What Students Will Learn to Do

- Students will practice moving from broad to specific within a list and label structure.
- Students will use details in their illustrations to clearly capture their ideas.
- Students will think about their purpose for writing a list and label book.
- Students will make decisions about what and where to label.
- Students will notice the use of repeating phrases and envision using their own.
- Students will commit to an idea with the purposeful consideration of audience.
- Students will explore different ways to present their books.
- Students will try their topics out in two new formats.
- Students will practice using detailed examples and telling thoughts to give their readers more information.
- Students will read over their illustrations in order to revise for details.
- Students will revise the action words in their pieces.
- Students will edit for lower and uppercase letters in their list and label books.
- Students will reread their writing to determine if the spacing is adequate to identify one word from the next.
- Students will write a title that matches the illustration, allowing readers to identify the subject within.
- Students will complete a self-reflection handout to help reflect on and understand how they have evolved as writers over time.

#### Vocabulary/Key Terms

- [Instructional Vocabulary](#)
- Instructional Vocabulary, Tier 2 and Tier 3

**Instructional Vocabulary** are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.

**Tier 2 and Tier 3 words** from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.

#### Modifications: Support and Enrichment

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Special Education Students:** (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments & assessments as per IEP; provide individual & small group help; notes, and study guides; provide background knowledge

**English Language Learners:** use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids & manipulatives; translator dictionary



**Students at Risk of Failure:** Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.

**Students with 504:** (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual & small group help

**Gifted Students:** provide additional enrichment activity; provide extension activities

### Learning Plan

#### List and Label

Week 1- Immersion  
Week 2- Immersion  
Week 3- Generating Ideas  
Week 4- Generating Ideas  
Week 5- Selecting/Drafting  
Week 6- Revising  
Week 7- Editing  
Week 8- Publishing/Student Self-Reflection

#### How-To Writing

Week 9- Immersion  
Week 10- Immersion  
Week 11- Generating Ideas  
Week 12- Generating Ideas  
Week 13 - Selecting/Drafting  
Week 14 - Revising  
Week 15 - Editing  
Week 16 - Publishing/Student Self-Reflection

### Assessment Plan

Assessments to Measure Student's Understanding:

- Informal conferencing notes
- Non-fiction Rubric on final published work
- Reflecting on My Work Student Self-Reflection Handout

### Instructional Resources

- Core Program: SchoolWide: Writing Fundamentals How Writers Work
- WriteSteps Sound Card
- Monthly Personal Writing Journal
- Writing Process Checklist

- Supplemental Program:
- Additional and Alternative Materials and Resources:

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>• Reading - Understanding characters</li> <li>• Foundations - Identify correct uppercase letter use.</li> <li>• 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</li> <li>• SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• MP3 Construct viable arguments and critique the reasoning of others</li> </ul>	<ul style="list-style-type: none"> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP11. Use technology to enhance productivity.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>• 8.1.2.A.2 Create a document using a word processing application</li> <li>• 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>• 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

### Unit 3

Unit 3 Overview- Narrative	NJSLs
<p><b>Personal Narrative:</b> Personal narratives tell the big and small stories of our lives. Personal narratives are typically the easiest, most natural form of writing for children because the stories are already complete inside their minds, which enables the words to flow more easily onto the paper. It is this easy flow of words that supports students’ efforts to produce a complete piece of writing. This allows teachers more opportunities to help students refine their writing because they better understand the heart of their pieces. As teachers surround their students with this natural, life-enriching genre, wonderful opportunities will be presented for students to make connections with themselves and others. Constructing meaningful personal narratives helps students discover important things about who they are and what they hope to be like in the future. This type of writing also helps students make sense of their life experiences and discover that others may share similar experiences, even when they may have little else in common.</p>	<p>L.K.1, L.K.2, L.K.4, L.K.5, L.K.6, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, W.K.3,</p>

W.K.5,  
W.K.6,  
W.K.7,  
W.K.8

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"><li>● Use <i>Knuffle Bunny</i> by Mo Willems to demonstrate how personal narratives are inspired by real events or experiences.</li><li>● Use <i>Roller Coaster</i> by Marla Frazee to show how the author writes a narrative about one thrilling event through pictures and words.</li><li>● Use <i>I Know a Lady</i> by Charlotte Zolotow as an example of how stories are often inspired by the special people in our lives.</li><li>● Use <i>Watch Out for the Chicken Feet in Your Soup</i> by Tomie dePaola to show how writers bring memorable people and moments to life.</li><li>● Use <i>Let's Go Home: The Wonderful Things About a House</i> by Cynthia Rylant to demonstrate the power of words.</li><li>● Ideas come from questions, family stories, and keepsakes.</li><li>● Writers reflect on and record their thoughts about their world.</li><li>● Writers consider what they want to say and how they will say it.</li><li>● Writers consider purpose, audience, and commitment to their ideas when deciding what to publish.</li><li>● Writers plan the structure of their writing and envision its organization as a whole.</li><li>● Writers plan how their stories will be organized so that readers fully understand them.</li><li>● Revision must include ways to help writers reread and "re-see" their writing, focusing on details and painting vivid scenes and images.</li></ul>	<ul style="list-style-type: none"><li>● How do personal narratives relate to our lives?</li><li>● What is something memorable that has happened to you?</li><li>● What is the message or theme of the story? How do I know?</li><li>● How do you reflect on your writing?</li><li>● Who is your paper written</li><li>● Who are you writing about?</li><li>● What happened?</li><li>● How did it end?</li></ul>

- Writers use mentor texts to identify ways of improving their own writing.
- Writers make conscious choices about the final punctuation they choose based on how it enhances the readers' experience of a text.
- Writers read their final drafts to make sure they have included all of the finishing touches for publication.
- Evaluating and reflecting on the writing process enables writers to name what they've learned and strengthen their writing identity.

### Skills- What Students Will Learn to Do

- Students will think about and discuss the author's process, from considering what story to tell to deciding how it will be told.
- Students will discuss the sequence of events, details, and emotions this story evokes.
- Students will hear how some personal stories tell about many events or experiences that have a common thread.
- Students will listen to and observe how writers bring out their characters' voices and traits through dialogue, descriptions, and illustrations.
- Students will think closely about the author's choice of words and their effect on the story and the readers.
- Students will think about family stories, personal experiences, their daily experiences and feelings as inspiration for narrative writing.
- Students will discuss how stories often come from observations of places they love to explore or visit.
- Students will examine big ideas and the many stories inside them.
- Students will consider purpose, audience, and commitment as they reread the writing they have in their Writing Folders.
- Students will try a common text structure as a way to organize their writing.
- Students will recognize how stories can focus on one event, told in sequential order, and will try this story structure with their own ideas.
- Students will discuss and practice strategies for rereading their writing.
- Students will reread a mentor text to study the author's craft and add detail.
- Students will discuss the reasons why writers choose certain punctuation marks over others and will then edit and reconsider their own punctuation choices.
- Students will consider the finishing touches they desire for their published pieces and will complete a checklist to ensure their inclusion.
- Students will complete a self-reflection handout to help reflect on and understand how they have evolved as writers of personal narratives.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>• <a href="#">Instructional Vocabulary</a></li> <li>• Instructional Vocabulary, Tier 2 and Tier 3</li> </ul> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>
Learning Plan	
<p>Week 1- Immersion  Week 2- Immersion  Week 3- Generating Ideas  Week 4- Generating Ideas  Week 5- Generating Ideas  Week 6- Selecting/Drafting  Week 7- Drafting  Week 8- Drafting  Week 9 - Revising  Week 10 - Revising</p>	

Week 11 - Editing  
 Week 12 - Publishing/Student Self-Reflection

**Assessment Plan**

Assessments to Measure Student's Understanding:

- Informal conferencing notes
- Non-fiction Rubric on final published work
- Reflecting on My Work Student Self-Reflection Handout

**Instructional Resources**

- Core Program: SchoolWide: Writing Fundamentals Informational/Explanatory List & Labels; Writing Fundamentals Informational/Explanatory How-To Writing
- WriteSteps Sound Card
- Monthly Personal Writing Journal
- Writing Process Checklist
- Supplemental Program: Foundations
- Additional and Alternative Materials and Resources:

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>• Reading - Understanding characters</li> <li>• Foundations - Identify correct uppercase letter use.</li> <li>• 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</li> <li>• SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• MP3 Construct viable arguments and critique the reasoning of others</li> </ul>	<ul style="list-style-type: none"> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP11. Use technology to enhance productivity.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>• 8.1.2.A.2 Create a document using a word processing application</li> <li>• 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>• 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

**Unit 4**

Unit 4 Overview-Opinion/Argument	NJSLs
<p><b>FUNCTIONAL Writing:</b> Functional writing is real-world writing. It is practical or persuasive in purpose and intended for a specific audience. Therefore, it is an excellent genre for students to immerse themselves in because they are already involved with and surrounded by functional writing in their homes, at school, and everywhere they go. Functional writing is particularly engaging for emergent writers and readers who are learning about words and reading familiar text in their environments. Schoolwide’s FUNCTIONAL Writing unit celebrates many of the different types of functional writing from our daily lives, such as letters and cards, lists and recipes, maps and signs, schedules and invitations, and condolence and thank you notes. The mentor texts are comprised of charming stories with endearing characters, and each book helps teachers emphasize the “fun” in functional.</p>	<p>L.K.1, L.K.2, L.K.4, L.K.5, L.K.6, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, W.K.1, W.K.2, W.K.5, W.K.7, W.K.8</p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Writers will familiarize themselves with the basic format of letters and how they function to help people maintain relationships.</li> <li>● Writers will discuss how letter writers communicate feelings, opinions, and events with pictures.</li> <li>● Writers will understand how writers can use letters to persuade others.</li> <li>● Students will examine the purposes for communicating in writing via letters and other types of mail using <i>The Jolly Postman</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● What does it mean to have an opinion about something?</li> <li>● What do letters represent?</li> <li>● Why would you want to try to persuade someone to like what you like?</li> </ul>
<b>Skills- What Students Will Learn to Do</b>	
<ul style="list-style-type: none"> <li>● Students will use Aiki's <i>We Are Best Friends</i> for a read-aloud that highlights how letters function to help people maintain relationships.</li> </ul>	

- Students will use *Dear Juno* to discuss how letter writers communicate feelings, opinions, and events with pictures as well as or instead of words.
- Students will listen to and discuss *I Wanna Iguana* to understand how writers can use letters to persuade others.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>• <a href="#">Instructional Vocabulary</a></li> <li>• Instructional Vocabulary, Tier 2 and Tier 3</li> </ul> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>
<b>Learning Plan</b>	
<p>Week 1- Immersion            Week 2- Immersion            Week 3- Generating Ideas            Week 4- Generating Ideas</p>	



Week 5- Selecting/Drafting  
 Week 6- Revising  
 Week 7- Editing  
 Week 8- Publishing/Student Self-Reflection

**Assessment Plan**

Assessments to Measure Student’s Understanding:

- Informal conferencing notes
- Non-fiction Rubric on final published work
- Reflecting on My Work Student Self-Reflection Handout

**Instructional Resources**

- Core Program: SchoolWide: Writing Fundamentals Opinion/Argument FUNctional Writing
- Supplemental Program:
- Additional and Alternative Materials and Resources:

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>• Reading - Understanding characters</li> <li>• Foundations - Identify correct uppercase letter use.</li> <li>• 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</li> <li>• SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• MP3 Construct viable arguments and critique the reasoning of others</li> </ul>	<ul style="list-style-type: none"> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP11. Use technology to enhance productivity.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>• 8.1.2.A.2 Create a document using a word processing application</li> <li>• 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>• 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

# GRADE 1

## Reading

### GRADE 1

#### Unit 1: Back to School

#### Journeys Document

<b>Unit 1 READING</b>	<b>Suggested Pacing:</b> September and October
<b>New Jersey Student Learning Standards:</b> <b>Reading Standards for Literature:</b> RL. 1.1, RL. 1.2, RL.1.3, RL. 1.4, RL.1.5, RL.1.6, RL. 1.7, RL.1.10 <b>Reading Standards for Informational Text:</b> RI. 1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.10 <b>Reading Standards: Foundational Skills:</b> RF. 1.1a, RF. 1.2b, RF.1.2c, RF. 1.2d, RF. 1.3b, RF.1.3f, RF. 1.3g, RF.1.4a, RF.1.4b, RF. 1.4c <b>Speaking &amp; Listening Standards:</b> SL. 1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.5, SL.1.6	
<b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Comprehension Skills:</b> Main Idea, Understanding Characters, Sequence of Events, Text and Graphic Features, Story Structure  <b>Comprehension Strategies:</b> Summarize, Infer/ Predict, Monitor/ Classify, Question, Analyze/ Evaluate	

**Fluency: Accuracy, Phrasing: Punctuation, Intonation, Accuracy: Self-Correct**

**Phonics:** Words with short a, i, o, e, u consonants n, d, p, f, r, h, /z/s, b, g, l, x, y, w, k, v, j, qu, z, inflection -s

**Vocabulary:** Classify and Categorize, Context Clues, Multiple- Meaning Words, Alphabetical Order, Antonyms, High Frequency Words

**Instructional Materials/Resources:**

- Journeys Student Textbook
- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Reading Adventures
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys ThinkCentral Library and Assignments
- Journeys Teacher’s Editions
- Journeys Projectables
- Journeys Grab ‘N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral Resource Bank

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504’s, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology**

- TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.

**Cross Curricular Connections:**

- Poetry- Poems  
LA.1.RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- Social Studies- Informational Text  
*SOC.K-4.1.2.2 - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.*
- Science- Informational Text
- **1-LS1-2.8.1** - Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
- Social Studies- Informational Text  
*SOC.K-4.1.2.1 - Determine locations of places and interpret information available on maps and globes*
- Schoolwide-Story Structure  
*LA.1.W.1.3 - [Progress Indicator] - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure*

**Suggested Assessments:  
Assessment Document**

- Journeys Weekly Assessments
- Journeys Unit and Benchmark Assessments
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# GRADE 1

# GRADE 1

## Unit 2: Sharing Time

## Journeys Document

**Unit 2 READING**

**Suggested Pacing:  
October and November**

**New Jersey Student Learning Standards:**

Reading Standards for Literature K-5: RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.6, RL 1.7, RL 1.9, RL 1.10

Reading Standards: Foundational Skills K-5: RF.1.1a, RF.1.2b, RF.1.2c, RF.1.2d, RF. 1.3a, RF. 1.3b, RF.1.3g, RF.1.4b

Reading Standards for Informational Text K-5: RI.1.1, RI.1.1, RI.1.4,RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

Speaking and Listening Standards K-5: SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

**Knowledge, Skills, and Instructional Objectives:**

**Comprehension Skills:** Understanding Characters, Details, Sequence of Events, Text and Graphic Features, Story Structure

**Comprehension Strategies:** Summarize, Infer/Predict, Analyze/Evaluate, Question, Visualize

**Fluency:** Expression, Rate, Phrasing, Accuracy, Stress

**Phonic:** Double Final Consonants and ck, Clusters with r, Clusters with l, Clusters with s, Final Clusters

**Vocabulary:** Classify and Categorize, Using a Glossary, Classify and Categorize, Antonyms, Synonyms, High- Frequency Words

**Instructional Materials/Resources:**

- Journeys Student Textbook
- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Reading Adventures
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys ThinkCentral Library and Assignments
- Journeys Teacher’s Editions
- Journeys Projectables
- Journeys Grab ‘N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral Resource Bank

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504’s, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology**

- **TECH.8.1.2** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

**Cross-curricular Connections:**

- Fairy Tale

**LA.1.RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- **Science – Informational Text**

**1-LS1-2.LS1.B.1** - Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

- **Social Studies**

**SOC.K-4.1.1.2** - *Explain how the present is connected to the past*

- **Poetry**

**LA.1.RL.1.4** - [Progress Indicator] - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

**LA.1.RF.1.3** - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding words.

- **Smart Notebook Pages & Think Central online resources**

**TECH.8.1.2** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

- Journeys Weekly Assessments
- Journeys Unit and Benchmark Assessments
- Formative Assessment data including running records

# GRADE 1

## Unit 3: Nature Near and Far

### Journeys Document

**Unit 3 READING**

**Suggested Pacing: December and January**

**New Jersey Student Learning Standards:**

Reading Standards for Literature K-5: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10

Reading Standards for Informational Text K-5: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

Reading Standards: Foundational Skills K-5: RF.1.1a, RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c

Speaking & Listening Standards K-5: SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

**Knowledge, Skills, and Instructional Objectives:**

**Comprehension Skills:** Author’s Purpose, Sequence of Events, Cause and Effect, Conclusions, Compare and Contrast

**Comprehension Strategies:** Analyze/ Evaluate, Question, Visualize, Infer/ Predict, Monitor/ Clarify

**Fluency:** Accuracy, Phrasing, Rate, Expression, Intonation

**Phonics:** digraph th, ch, tch, sh, wh, ph, basewords and –s, –es, –ed, –ing, possessive ‘s, contractions with ‘s, n’t, long a (CVCe), soft c, g, dge, long i (CVCe), digraphs, kn, wr, gn, mb

**Vocabulary:** Classify and Categorize, Homophones, Words ending in –ed, –ing, –s, Suffixes –er, –est, High Frequency Words

### **Instructional Materials/Resources:**

- Journeys Student Textbook
- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Reading Adventures
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys ThinkCentral Library and Assignments
- Journeys Teacher's Editions
- Journeys Projectables
- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral Resource Bank

### **Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

#### **Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology:**

- TECH.8.1.2.A.2 - Create a document using a word processing application
- TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.

### **Cross-Curricular Connections:**

- Poetry  
**LA.1.RL.1.4** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
**LA.1.RF.1.3]** - Know and apply grade-level phonics and word analysis skills in decoding words.
- Science- Informational Text  
**1-LS1-1.LS1.A.1** - All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

- **1-LS1-2** - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **Social Studies- Informational Text**  
**SOC.K-4.1.3.1** - *Distinguish fact from fiction*  
**SOC.K-4.1.4.1** - *Use evidence to support an idea in a digital, oral and/ written format.*
- **Smart Notebook Pages & Think Central online resources**  
**TECH.8.1.2** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

- Journeys Weekly Assessments
- Journeys Unit and Benchmark Assessments
- Formative Assessment data including running records

# GRADE 1

## Unit 4: Exploring Together

### Journeys Document

Unit 4 READING	Suggested Pacing: January and February
<p><b>New Jersey Student Learning Standards:</b>          Reading Standards for Literature K-5: RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL 1.7, RL 1.9, RL 1.10          Reading Standards: Foundational Skills K-5: RF.1.2a, RF.1.2c, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3.e, RF.1.3g, RF.1.4b          Reading Standards for Informational Text K-5: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.9, RI.1.10          Speaking and Listening Standards K-5: SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Comprehension Skills:</b> Main Idea and Details, Compare and Contrast, Author’s Purpose, Conclusions, Cause and Effect  <b>Comprehension Strategies:</b> Question, Visualize, Summarize, Monitor/Clarify, Infer/Predict  <b>Fluency:</b> Stress, Phrasing: Attention to Punctuation, Expression, Intonation, Rate  <b>Phonics:</b> Long o , Long u, Words with Long e (CV, CVCe), Vowel Pairs ee and ea, Final ng and nk, Vowel Pairs ai and ay, Contractions “ll and ‘d, Vowel pairs oa and ow, Contractions ‘ve and ‘re, Compound words, Short vowel e (spelling ea)</p>	



**Vocabulary:** Suffixes –y and –ful, Classification/Categorization of Words: Transportation, Multiple-Meaning Words, Synonyms, Compound words, High-Frequency Words

**Instructional Materials/Resources:**

- Journeys Student Textbook
- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Reading Adventures
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys ThinkCentral Library and Assignments
- Journeys Teacher’s Editions
- Journeys Projectables
- Journeys Grab ‘N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral Resource Bank

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504’s, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology:**

- TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.

**Cross-Curricular Connections:**

- Science – Biography
  - 1-ESS1-1 - Use observations of the sun, moon, and stars to describe patterns that can be predicted
  - 1-ESS1-1.ESS1.A.1- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
- Social Studies – Informational Text
  - SOC.K-4.1.1.1 - Place key historical events and people in historical eras using timelines.
  - SOC.K-4.1.1.2 - Explain how the present is connected to the past.
- Traditional Tales – Fairy Tale

**LA.1.RL.1.2** - [Progress Indicator] - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- Poetry

**LA.1.RL.1.4** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

- Smart Notebook Pages & Think Central online resources

**TECH.8.1.2** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

- Journeys Weekly Assessments
- Journeys Unit and Benchmark Assessments
- Formative Assessment data including running records

# GRADE 1

## Unit 5: Watch Us Grow

### Journeys Document

Unit 5 READING

Suggested Pacing: March and April

**New Jersey Student Learning Standards:**

Reading Standards for Literature K-5: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10

Reading Standards for Informational Text K-5: RI.1.1, RI. 1.2, RI.1.3, RI.1.4, RI. 1.5, RI.1.6, RI,1.7, RI.1.9, RI.1.10

Reading Standards: Foundational Skills K-5: RF. 1.3b, RF.1.3c, RF.1.3d, RF1.3e, RF. 1.3g, RF.1.4b, Speaking & Listening Standards K-5: SL. 1.1a, SL. 1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5

**Knowledge, Skills, and Instructional Objectives:**

**Comprehension Skills:** Story Structure, Conclusions, Cause and Effect, Sequence of Events, Understanding Characters

**Comprehension Strategies:** Analyze/ Evaluate, Visualize, Monitor/ Clarify, Question, Summarize

**Fluency: Phrasing:** Natural pauses, **Accuracy:** Connected Text, Stress, Expression, **Phrasing:** Punctuation

**Phonics:** r-controlled vowels ar, or, ore, er, ir, ur, **Vowel digraph** oo, ou, ew, ue, u, u\_e, ow, oi, oy, au, aw, **Syllable Pattern (CVC),**

**Vocabulary:** Prefix re-, Using a dictionary entry, Classify and Categorize, Multiple-Meaning Words, Synonyms with Introduction to Thesaurus, High Frequency Words

### Instructional Materials/Resources:

- Journeys Student Textbook
- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Reading Adventures
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys ThinkCentral Library and Assignments
- Journeys Teacher's Editions
- Journeys Projectables
- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral Resource Bank

### Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

#### Additional Modifications and Accommodations specific to this unit are:

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI
- Formative Assessments - Running Records

#### Technology:

- TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

#### 21st Century:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.

#### Cross-Curricular Connections:

- Poetry  
**LA.1.RL.1.4** - [Progress Indicator] - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Science- Reader's Theater  
**1-LS1-1.LS1.A.1** - [Disciplinary Core Idea] - All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
- Social Studies- Magazine Article  
**SOC.K-4.1.2.1** - Determine locations of places and interpret information available on maps and globes
- Traditional Tales- Fairy Tale  
**LA.1.RL.1.2** - [Progress Indicator] - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- Smart Notebook Pages & Think Central online resources  
TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

- Journeys Weekly Assessments
- Journeys Unit and Benchmark Assessments
- Formative Assessment data including running records

# GRADE 1

## Unit 6: Three Cheers for Us!

### Journeys Document

<b>Unit: 6 READING</b>	<b>Suggested Pacing: May and June</b>
<p><b>New Jersey Student Learning Standards:</b>          Reading Standards for Literature K-5: RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.5, RL.1.6, RL 1.7, RL 1.9, RL 1.10          Reading Standards: Foundational Skills K-5: RF.1.3c, RF.1.3.e, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c          Reading Standards for Informational Text K-5: RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI. 1.8, RI.1.10          Speaking and Listening Standards K-5: SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Compare and Contrast, Text and Graphic Features, Story Structure, Cause and Effect, Understanding Characters</p> <p><b>Comprehension Strategies:</b> Monitor/Clarify, Analyze/ Evaluation, Infer/Preduct, Visualize, Rate</p> <p><b>Fluency:</b> Accuracy: Self-Correct, Intonation, Phrasing, Expression,</p> <p><b>Phonics:</b> Bases Words/ Inflections –ed, -ing (CVCe, CVC), Long e Spelling Patterns y and ie, Base words/ Inflections – er and – est (change y to i), syllable –le, Long i Spelling Patterns igh, y and ie, Base Words/Inflections –ed, - ing, -er, -est and – es, Suffixes –ful, -ly, and –y, Long Vowel Spelling Patterns, Syllabication (CV), Prefixes un- and re-</p> <p><b>Vocabulary:</b> Figurative Language (Idioms), Classify and Categorize, homographs, Prefix un-, Suffix –ly, High-frequency</p>	

**Instructional Materials/Resources:**

- Journeys Student Textbook
- Journeys Practice Book
- Journeys Leveled Reader
- Journeys Reading Adventures
- Journeys Literacy Work Stations
- Journeys Vocabulary in Context Cards
- Journeys Decodable Readers
- Journeys ThinkCentral Library and Assignments
- Journeys Teacher's Editions
- Journeys Projectables
- Journeys Grab 'N Go
- Journeys Comprehensive Language and Literacy Guide
- Journeys Leveled Reader Lesson Plan Booklets
- Journeys ThinkCentral Resource Bank

**Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology/21st Century/Cross-curricular Connections:**

- Social Studies – Informational Text: Biography  
**SOC.K-4.1.1.2** - Explain how the present is connected to the past.
- Traditional Tales – Fable
- **LA.1.RL.1.2** - [*Progress Indicator*] - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Science – Informational Text  
**1-LS3-1.1.1** - Patterns in the natural world can be observed, used to describe phenomena, and used as evidence  
**1-ESS1-1.4** - Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations
- Poetry  
**LA.1.RL.1.4** - [*Progress Indicator*] - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Smart Notebook Pages & Think Central online resources  
**TECH.8.1.2** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Suggested Assessments:**

- Journeys Weekly Assessments
- Journeys Unit and Benchmark Assessments
- Formative Assessment data including running records
- Fountas and Pinnell Benchmark Assessment (System 1)

# Grade 1 Writing

Unit Number and Name	Unit Description	Timeline
Unit 1- Launching Writers Workshop	How Writers Work	5 weeks- September
Unit 2- Narrative	Personal Narrative	12 weeks (October-December)
Unit 3- Informational/Explanatory	All-About Books	12 weeks (January-April)
Unit 4- Opinion/Argument5	Fiction	7 weeks (May-June)

## Unit 1

Unit 1 Overview- How Writers Work	NJSLS
<p><b>Launching Writers Workshop:</b> This unit was created to introduce your students to writing workshop, to the writing process, and to getting to know why writers write in the ways they do. The mentor texts in this unit of study will help students think about what authors and illustrators are thinking and feeling when they write and draw. They will also encourage young students to notice how authors incorporate personal experiences, emotions, and details to enhance readers' experiences. In order for a writing workshop to run smoothly, students will need to know what is expected of them. Procedural conversations such as how writing workshop will function, what writing tools are and how they will be used, where these tools will be stored, and how students will discuss and share their ideas are also presented in this unit.</p>	<p>W.1.2 W.1.3 W.1.5 W.1.8 S.L.1.1a,b,c SL.1.2 SL1.3 SL1.4 SL1.5 SL1.6 L.1.1a,b,c,d,e,fg,j L.1.2a,b,d,e L.1.4a L1.5a,b,c,d L1.6</p> <p><a href="#">Connection to New Jersey Student Learning Standards</a></p>

Essential Questions
<ul style="list-style-type: none"> <li>• How do we create a community?</li> <li>• How do we work independently?</li> <li>• How do we get ideas for our writing?</li> <li>• In what ways can we support each other?</li> <li>• How do we bring small moment stories to life?</li> <li>• How do we study the craft of other writers?</li> </ul>
Enduring Understandings
<ul style="list-style-type: none"> <li>• Recognize that writers and illustrators pay attention to the world around them in order to connect their words to the illustrations and help their readers make the same connection.</li> </ul>

- Learn how writers write about experiences that capture emotions that their readers will connect with.
- Writers tell stories with sensory details and emotions from beginning to end.
- Identify various forms and functions of writing and reflect on what and why writers write.
- Discover how writers and illustrators have their own style and voice.
- Tell stories that celebrate who they are.
- Writers often capture emotions that enable us to feel and experience events that define and shape our lives.
- Writers look closely at the world around them. They pay close attention as they walk, listen, feel, search, and see.
- Determine which ideas they want to further develop and publish by considering the messages they want to share with their readers.
- Consider the layout and organization of ideas when drafting.
- Ensure that writing is interesting and engaging for their readers by always having their audience in mind.
- Use conventions of standard English grammar to make their writing easy to read and understand.
- Writers consider how their final piece will look in order to make it attractive to their readers.
- Reflective practices help us learn and grow as writers.

### Skills- What Students Will Learn to Do

- Students will recall information from experiences that are special to them and then celebrate these "special moments" with pictures and words.
- Students will identify with different emotions and recall when they felt them.
- Students will use their own observations to inspire creativity in their writing.
- Students will reread and reflect on their work to determine which idea they want to focus on, develop further, and publish.
- Students will plan out their stories as they consider how to use pictures and words to match their thinking.
- Students will reread their drafts to make sure their writing is interesting and clear for their readers.
- Students will reread their writing using an editing checklist as a guide.
- Students will create covers that reflect their stories and that are attractive and inviting to their readers.
- A self-assessment instrument will help students reflect on and understand how they have evolved and grown as writers.

### Vocabulary/Key Terms

- Refer to pages 4 to 5
- [Instructional Vocabulary, Tier 2 and Tier 3](#)

**Instructional Vocabulary** are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.

**Tier 2 and Tier 3 words** from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.

### Modifications: Support and Enrichment

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Special Education Students:** (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments & assessments as per IEP; provide individual & small group help; notes, and study guides; provide



	<p>background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>
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**Learning Plan**

Week 1 - Immersion  
 Week 2 - Generating Ideas and Selecting an idea to Publish  
 Week 3 - Drafting and Revising  
 Week 4 - Editing and Publishing

**Assessment Plan**

- Assessments to Measure Student's Understanding:
- Student Performance Checklist
  - Student Self-Reflection
  - Standards Based Writing Rubric
  - Informal Conferencing
  - Anecdotal notes
  - Exit tickets

**Instructional Resources**

- Core Program: SchoolWide:
- Supplemental Program: Journeys
- Additional and Alternative Materials and Resources: Graphic Organizers, writing samples, anchor charts
- [Mentor Text](#)- used to support instruction

<b>Interdisciplinary Connections</b>	<b>21st Century Life and Careers</b>	<b>Technology Standards</b>
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<ul style="list-style-type: none"> <li>● <b>Reading</b>-Students will use comprehension skills in the mentor texts to understand a characters feelings and how their feelings can change throughout the story.</li> <li>● LA.1.RL.1.1 - Ask and answer questions about key details in a text</li> <li>● LA.1.RL.1.3 -Describe characters, setting, and major event(s) in a story, using key details.</li> <li>● LA.1.RL.1.7 - Use illustrations and detail in a story to describe its characters, setting, or events.</li> <li>● <b>Social Studies</b> - Students will make text to self connections to their family and neighborhood.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>
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## Unit 2

Unit 2 Overview- Narrative	NJSLs
<p><b>Narrative:</b> Personal narratives tell the big and small stories of our lives. Personal narratives are typically the easiest, most natural form of writing for children because the stories are already complete inside their minds, which enables the words to flow more easily onto the paper. It is this easy flow of words that supports students’ efforts to produce a complete piece of writing. This provides teachers more opportunities to help students refine their writing because they better understand the heart of their pieces. As teachers surround their students with this natural, life-enriching genre, wonderful opportunities will be presented for students to make connections with themselves and others. Constructing meaningful personal narratives helps students discover important things about who they are and what they</p>	<ul style="list-style-type: none"> <li>● W.1.3</li> <li>● W.1.5</li> <li>● W.1.6</li> <li>● W.1.8</li> </ul> <p>Detailed Connection to all NJSLs Standards for Writing</p> <p><a href="#">Detailed Connection to New Jersey Student Learning Standards</a></p>

hope to be like in the future. This type of writing also helps students make sense of their life experiences and discover that others may share similar experiences, even when they may have little else in common.

### Essential Questions

- How can we write personal narratives?
- What does a personal narrative look and sound like?
- How do I use pictures and words to share my stories?
- How do I tell a story using beginning, middle and end?
- How do I share things that have happened in my life when making books?
- What are personal narratives?
- Why read personal narratives?
- What life lessons have I learned that are worth sharing with others?

### Enduring Understandings

- Students will connect the relationship between personal narratives and autobiography as well as storytelling and personal experiences.
- Authors use illustrations and descriptive details to re-create the special places where important events and memorable moments occurred.
- Personal narratives can record important moments and special memories from the writer's home and family life.
- Writers write about things they love
- Personal narratives often take readers on a journey, describing a sequence of events that create interest and re-create memorable experiences.
- Writers write personal narratives to remember who they were and where they have been.
- Writers of personal narratives draw upon familiar rituals and traditions for their topics.
- Writers plan the structure of their writing and envision its organization as a whole when they draft.
- Writers add dialogue to their writings to give life to their characters and to help their characters express ideas and feelings clearly.
- Writers revise by adding sensory details and concrete examples to make their writing more interesting and clearer to readers.
- Writers use quotation marks to show readers when different characters are "speaking."
- Writers use punctuation to show clearly where sentences end. Students will consider readers' needs and edit their papers to ensure clear end punctuation.
- Writers of children's literature take pride in the finished product and delight in knowing that their work will reach readers.
- Writers include biographical details about themselves in their writings to personally connect with readers.

### Skills- What Students Will Learn to Do

- Students will examine the components of many personal narratives, including realistic details and first-person narrators.
- Students will examine how personal narratives are about the writer's personal expressions and experiences.

- Students will use stories they love to hear or know from their personal experience to help them generate ideas for writing.
- Students recognize that they too have memorable and interesting experiences to share and can do so more successfully by including descriptive details and temporal words from beginning to end.
- Students will remember and reflect on who they were and what they did when they were younger compared to who they are now.
- Students will recognize that the rituals that have personal significance for them make excellent topics to share with others.
- Students will look through their Writing Folders to find the best ideas to turn into an expanded personal narrative they can share with an audience.
- Students will recognize how stories are structured and begin to use a narrative structure to organize their own writing.
- Students will revisit and revise their drafts by deciding where they can add dialogue to create interest and bring out their characters' voices.
- Students will revise their earlier work to create more substantive and descriptive drafts and further their understanding of the writing process.
- Students will work to recognize how quotation marks function and will explore the role of editing as part of the writing process.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>• Refer to pages 4 and 5 <a href="#">Vocabulary: Instructional, Tier 2, Tier 3</a></li> </ul> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking <a href="#">here</a>.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and</p>

	<p>accommodations should be specific to each individual child’s 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>
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<b>Learning Plan</b>
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<p>Week 1 - Immersion  Week 2 - Generating Ideas I and II  Week 3 - Generating Ideas III and IV  Week 4 - Generating Ideas V  Week 5 - Selecting  Week 6 - Selecting  Week 7 - Drafting I  Week 8 - Drafting II  Week 9 - Revising I &amp; II  Week 10 - Editing I and II  Week 11 - Publishing I &amp; II  Week 12 - Students self reflection and share</p>
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<b>Assessment Plan</b>
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<p>Assessments to Measure Student’s Understanding:</p> <ul style="list-style-type: none"> <li>● All writers use self-reflection to learn and grow as writers. A self-assessment questionnaire will help students understand how they have grown over time.</li> <li>● Student Performance Checklist</li> <li>● Standards Based Writing Rubric</li> </ul>
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<b>Instructional Resources</b>
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<ul style="list-style-type: none"> <li>● Core Program: SchoolWide:</li> <li>● Supplemental Program:</li> <li>● Additional and Alternative Materials and Resources: <a href="#">Mentor Texts</a></li> </ul>
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Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>● <b>Reading</b>-Students will use comprehension skills in the mentor texts to recount a story in a sequential order and identify descriptive details.</li> <li>● LA.1.RL.1.1 - Ask and answer questions about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and</li> </ul>

<ul style="list-style-type: none"> <li>• LA.1.RL.1.2 - Retell stories, including key detail, and demonstrate understanding of their central message or lesson.</li> <li>• LA.1.RL.1.3 -Describe characters, setting, and major event(s) in a story, using key details.</li> <li>• LA.1.RL.1.7 - Use illustrations and detail in a story to describe its characters, setting, or events.</li> <li>• <b>Social Studies</b> - Students will make text to self connections to their family and</li> </ul>	<ul style="list-style-type: none"> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global competence</li> </ul>	<p>communicate original ideas and stories using multiple digital tools and resources.</p> <ul style="list-style-type: none"> <li>• 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>
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### Unit 3

Unit 3 Overview- Information/Explanatory	NJSLs
<p><b>NonFiction:</b> Children are naturally curious about the world. They often question and wonder about things they see, hear, and experience. They love to learn new information and share it with their friends, family, teachers, and anyone else who is willing to listen! How often do we find ourselves listening to students tell us fact after fact after fact about their new pets, the incredible place they visited over the weekend, or their favorite toy? The information they know and the facts they learn are what have inspired the Nonfiction: All-About Books unit. The questions “Did you know that . . . ?” or “Do you want to know something really cool?” are common phrases that echo in classrooms all day long. Writing all-about texts allows students to take the information they know, gather some new “research,” and teach someone all about a topic of interest.</p>	<ul style="list-style-type: none"> <li>• W.1.2</li> <li>• W.1.5</li> <li>• W.1.6</li> <li>• W.1.7</li> <li>• W.1.8</li> </ul> <p><a href="#">New Jersey Student Learning Standards Connection</a></p>

Essential Questions
<ul style="list-style-type: none"> <li>• How can we use writing to teach others?</li> <li>• What ways can we organize nonfiction books?</li> </ul>
Enduring Understandings
<ul style="list-style-type: none"> <li>• Writers question and wonder about their world.</li> <li>• Use <i>Move!</i> by Steve Jenkins to demonstrate how writers of all-about books find the answers to their questions.</li> <li>• Nonfiction books primarily contain facts but occasionally will include opinions of the writers.</li> </ul>

- Writers often think about the various nonfiction topics that would be interesting to write and learn about.
- Authors write about topics they are passionate about and interested in.
- Writers decide on a topic to focus on when they are going to publish a book.
- Nonfiction writers often consider how much they already know about that topic, the possibilities for research, and their curiosity or interest in the topic.
- Nonfiction writers develop their ideas by conducting research.
- Nonfiction writers and illustrators collect information that may be included in their published books.
- Good writers organize information to make it clear for their audiences.
- Visual aids help readers gain more insight and information about their topics.
- Writers want to engage their readers with an interesting hook or lead that makes readers want to turn the page and keep reading.
- Writers want their books to end in an interesting and satisfying way.
- Writers use a revision checklist to ensure that all necessary parts of their writing are in place.
- Writers use end punctuation marks for clarity and to indicate to their readers how the text is to be read.
- Writers check for proper use of conventions to ensure their published pieces are accurate and easy to read.
- Writers consider how their finished books will look in order to make them attractive and inviting to their readers.
- Writers often add extra publishing features that make their books more personal.

### **Skills- What Students Will Learn to Do**

- Students will explore the many features that all-about books have in common.
- Students will contemplate how writing informative texts often begins with asking questions, which leads to research and finding answers.
- Students will crack open the word "research" to gain a deeper understanding of various methods writers use to get answers to their questions.
- Students will brainstorm topics of interest by considering the nonfiction categories of mentor texts.
- Students will think about topics they love learning about as a way to generate ideas for their nonfiction all-about books.
- Students will consider topics about which they have prior knowledge and information in order to generate nonfiction ideas.
- Students will look back at what they've written and select one topic for their nonfiction all-about books.
- Students will think about what they already know versus what they want to know to help students research their topics more effectively.
- Students will record details about their topics and create diagrams to make their all-about books more meaningful and informative for their readers.
- Students will create a Table of Contents and plan the order in which they will present information in their all-about books.
- Students will examine how a few different authors present their pictures and words to create a pleasing design.
- Students will decide what visual aids to include in their all-about books and where to include them.
- Students will revisit their books and look at various leads from the unit books as examples of how to craft leads of their own.
- Students will consider ways they can revise their own endings as they study the techniques of various mentor authors.
- Students will utilize a revision checklist to make certain that their pieces contain the basic features used in nonfiction all-about books. They may also try to add a few optional features of all-about books for their readers' enjoyment.
- Students will learn how to choose appropriate end punctuation marks and understand how they affect the way

their sentences are read and interpreted by their readers.

- Students will use a checklist to guide them through this editing process.
- Students will brainstorm possible titles and cover illustrations for their books that both engage their readers and suggest what their books will teach.
- Students will create meaningful Dedications, Special Thanks, suggestions for experiments or added activities, and/or About the Author blurbs to give their readers insight into their process and inspiration.
- Students will reflect on what they have shared with their readers. In the process, they will reflect on what they have learned about this genre and about themselves as writers.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>• Refer to pages 4-6</li> <li>• <a href="https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/36.pdf">https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/36.pdf</a></li> </ul> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>

**Learning Plan**

Students will develop a deep understanding , appreciation, and application of what is learned within each writing genre by progressing through the stages of the writing process.

- Read, discuss, and learn from mentor authors and texts
- Mentor Texts



*Animals in the Desert* by Jo Windsor  
*An Earthworm's Life* by John Himmelman  
*Fire Trucks* by Carol K. Lindeen  
*The Life Cycle of a Frog* by Bobbie Kalman  
*Life in an Ocean* by Carol K. Lindeen

*Mammals* by Adele Richardson  
*Move!* by Steve Jenkins  
*STORMS!* by the Editors of Time for Kids with Leslie Dickstein  
*The Vegetables We Eat* by Gail Gibbons  
*Why Do Horses Neigh?* by Joan Holub

- Immersion
  - What Are Nonfiction All About Books?
  - What do All-About Books Look Like?
  - Wondering About Our World
  - Getting the Right Answers
  - Just the Facts
- Generating Ideas
  - What Interests You?
  - Sharing Our Passions
  - A Matter of Fact
- Selecting
  - What Do I Want to Teach?
  - Asking the Right Questions
- Collecting
  - Describe It to Me
- Drafting
  -

### Assessment Plan

Assessments to Measure Student's Understanding:

- Student Performance Checklist
- Student Self-Reflection
- Standards Based Writing Rubric
- Informal Conferencing
- Anecdotal notes
- Exit tickets

### Instructional Resources

- Core Program: SchoolWide:
- Supplemental Program:
- Additional and Alternative Materials and Resources:

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>● <b>Reading</b>-Students will use</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the</li> </ul>

<p>mentor texts to identify various text features in non-fiction stories.</p> <ul style="list-style-type: none"> <li>● LA.1.RI.1.1 - Ask and answer questions about key details in a text.</li> <li>● LA.1.RI.1.2 - Identify the main topic and retell details of a text.</li> <li>● LA.1.RI.1.5. Know and use various text features to locate key facts or information in a text.</li> <li>● LA.1.RL.1.7 - Use illustrations and detail in a story to describe its characters, setting, or events.</li> <li>● <b>Social Studies</b> - Students will use various non-fiction books of the same topic and research facts.</li> </ul>	<p>effectively and with reason.</p> <ul style="list-style-type: none"> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<p>ability to access and use resources on a computing device.</p> <ul style="list-style-type: none"> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>
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## Unit 4

Unit 4 Overview- Opinion/Argument	NJSLs
<p><b>Fiction w/book review:</b> This unit (w/ Book Review included) emphasizes the imaginative nature of fiction while encouraging students to see how fiction writers often draw their inspiration and material from real life. The fiction books in this unit are especially well suited for first grade readers because they offer imaginative plots and creative casts of characters that touch on real themes to which your students will readily relate. The problems our heroes encounter and solve and the life lessons they learn are all age-appropriate experiences that mirror feelings and events first grade students are undergoing in their own lives. When young readers feel a connection between themselves and the stories they read, they are much more eager and motivated to create their own stories for others to read. In addition, because so many of the books seem to come from the minds of young protagonists, the story elements are easy for students to recognize and emulate. Teachers will be delighted to see how enthusiastically students respond to seeing their own emotions and experiences reflected in the characters, narrators, plots, and themes of these wonderful books and how confidently they respond as writers to producing texts that mirror the writing strategies and genre features covered in the unit. This unit of study will allow students to not only enjoy many popular pieces of fiction but also form opinions about the books they have read. In their book reviews, students will describe the book they have read, offer an opinion about that book, supply a reason to support their opinion, and provide some sense of closure</p>	<ul style="list-style-type: none"> <li>● W.1.1</li> <li>● W.1.3</li> <li>● W.1.5</li> <li>● W.1.6</li> <li>● W.1.8</li> </ul> <p><a href="#">Detailed Connection to New Jersey Student Learning Standards</a></p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Fiction writers are storytellers who aim to entertain, provide enjoyment, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature.</li> <li>● Fiction writers can make their readers feel like they are in their stories by clearly describing what the characters see and/or where the stories take place.</li> <li>● Fiction writers create and develop characters with diverse personalities and human qualities and who experience similar problems that the writers experience in their own lives.</li> <li>● Fiction writers plan their stories by inventing characters and exploring possible problems they could encounter.</li> <li>● Fiction writers often make us laugh at the people, places, and things in our world.</li> <li>● Fiction writers use a structure that is organized and sequenced to orient readers, introduce them to their characters, develop experiences and events, and provide a conclusion that follows from the narrated experiences and events.</li> <li>● Fiction writers often create characters who encounter conflicts or problems they must resolve.</li> <li>● Fiction writers create characters who possess realistic, external human qualities.</li> <li>● Fiction writers transport readers to interesting places by using specific details and descriptions.</li> <li>● Fiction writers create characters who encounter and experience strong, universal emotions.</li> <li>● Fiction writers develop the action in their stories by integrating conflicts and problems in their plots.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we make judgments/critique about a topic or item?</li> <li>● How can we persuade readers with our reviews?</li> <li>● What strategies can I use to persuade others to agree with my opinion?</li> <li>● What types of persuasive and opinion writing are there?</li> <li>● How can I organize my evidence to make it the most convincing to my audience?</li> </ul>

- Fiction writers think about what effect they want to have on their readers before choosing the genre of fiction they want to write (realistic or fantasy) and the idea they wish to develop.
- Fiction writers begin their stories by introducing their readers to the main characters and the story setting.
- Fiction writers use transitions and temporal words to signal event order, propel their stories forward, and demonstrate the passage of time.
- Fiction writers end their stories by resolving conflicts, sharing lessons learned, expressing a strong feeling, and/or tying up loose ends.
- Fiction writers use descriptive details and vivid verbs to engage their readers and describe their characters' feelings and actions.
- Writers use dialogue to add life and realism to their characters.
- Fiction writers create characters who speak directly to readers in their own distinct voices.
- Writers capitalize the first words in their sentences and the word "I." They also capitalize proper nouns, including the names of their characters.
- Writers edit their pieces to ensure accuracy and avoid errors that prevent readers from gaining clear meanings from the text.
- Cover illustrations help writers create anticipation for their stories and clue readers in on what (and who) their stories are about.

#### Skills- What Students Will Learn to Do

- Students will be introduced to this fiction unit of study by exploring two types of fiction

(realistic and fantasy) and comparing and contrasting the purposes, features, and structures of each.

- Students will learn about the impact a clear setting can have on their readers.
- Students will recognize how fiction writers introduce main characters to their readers and how their qualities, characteristics, and emotions mirror those of people whom we encounter in our daily lives.
- Students will discover how stories are made more interesting when the writer stretches out the character's problem over several pages.
- Students will describe their reactions to the events of a story using relevant details while expressing their ideas, thoughts, and feelings clearly.
- Students will discover how all of the elements of fictional writing create a clear narrative structure.
- Students will consider problems they have experienced and solved in their own lives and brainstorm possible story ideas based on those experiences.
- Students will use illustrations and words to describe the external human looks and qualities of the main characters they will include in their stories.
- Students will reflect on the places they have visited and the settings they have been exposed to in books they read and listen to in order to create illustrations and brief descriptions of possible settings for their own stories.
- Students will examine how writers incorporate realistic emotions into their stories and consider their own strong emotional experiences for story possibilities.
- Students will consider real problems and issues from their own lives that they may incorporate into their story structures.
- Students will consider the type of fictional story they would like to write and the purpose for their writing, and they will select an idea from their Writing Folders based on the purpose, audience, and genre.
- Students will consider how, as writers, they too should address the four Ws—who, what, where, and when—in the beginnings of their stories.
- Students will consider how to use transitions and temporal words in their own stories to help move them along.
- Students will examine conclusions in the unit mentor texts and consider the best ways to conclude their own pieces.
- Students will locate places in their drafts to add details and action for the purpose of engaging their readers and creating more vivid pieces.
- Students will show readers their characters' feelings, problems, and personalities by adding dialogue to their drafts.
- Students will explore ways to give each of their characters a voice.
- Students will edit a final draft to ensure they have correctly capitalized the word "I," the beginnings of their sentences, and their characters' names.
- Students will use a checklist to guide them through the editing process.
- Students will consider how the cover illustrations of unit books hint at the story's message and mood, and they will create cover illustrations for their own published pieces.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>● Refer to page 4 and 5 in SchoolWide unit 4 Manual</li> <li>● <a href="#">link</a></li> </ul> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>
Learning Plan	
<p>Week 1 - Immersion  Week 2 - Generating Ideas I and II  Week 3 - Generating Ideas III and IV  Week 4 - Generating Ideas V  Week 5 - Selecting  Week 6 - Drafting I  Week 7 - Drafting II  Week 8 - Drafting III  Week 9 - Revising I &amp; II  Week 10 - Editing I and II</p>	

Week 11 - Publishing  
 Week 12 - Students self reflection and share

**Assessment Plan**

Assessments to Measure Student’s Understanding:

- Student Performance Checklist
- Student Self-Reflection
- Standards Based Writing Rubric
- Informal Conferencing
- Anecdotal notes
- Exit tickets

**Instructional Resources**

- Core Program: SchoolWide:
- Supplemental Program:
- Additional and Alternative Materials and Resources:

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>● <b>Reading</b>-Students will use comprehension skills in the mentor texts to discover the different types of fiction in the unit (realistic vs. fantasy) and note their similarities and differences.</li> <li>● LA.1.RL. 1.1 - Ask and answer questions about key detail in a text</li> <li>● LA.1.RL.1.2 - Retell stories, including key detail, and demonstrate understanding of their central message or lesson.</li> <li>● LA.1.RL.1.3 -Describe characters, setting, and major event(s) in a story, using key details.</li> <li>● LA.1.RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading range of text types.</li> <li>● LA.1.RL.1.7 - Use illustrations and detail in a story to</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

describe its characters, setting, or events.

- LA.1.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

# GRADE 2

## Reading



# GRADE 2

## Unit 1: Neighborhood Visits

### Journeys Document

Unit 1 READING	Suggested Pacing: September and October
<p><b>New Jersey Student Learning Standards:</b>  <b>Reading Standards for Literature:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.10  <b>Reading Standards: Foundational Skills:</b> RF.2.3a, RF.2.3f, RF.2.4b, RF.2.4c  <b>Reading Standards for Informational Text:</b> RI.2.4, RI.2.5, RI.2.7, RI.2.10  <b>Speaking and Listening:</b> SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Sequence of Events, Compare and Contrast, Author’s Purpose, Story Structure</p> <p><b>Comprehension Strategies:</b> Infer/Predict, Question, Analyze/ Evaluate, Visualize</p> <p><b>Fluency:</b> Accuracy, Words Connected in Text, Self- Correct, Word Recognition, Phrasing, Punctuation</p> <p><b>Phonics :</b> CVC Syllable Patterns, CVC Syllable Pattern, Sounds for c, Long Vowels a, i, o, u, and e, Short Vowels o, u, e, and i, sounds of g, Consonant Blends with r, l, s</p> <p><b>Vocabulary:</b> Alphabetical Order, Using a Glossary, Context Clues, Base Words and Endings –ed, -ing, high-Frequency Words, Vocabulary Words</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Student Textbook</li> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Magazine</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys Think Central Library</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectable</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys Think Central Resource Bank</li> </ul>	

## Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

### **Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology**

- TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.

### **Cross-Curricular Connections:**

- Poetry- Poems  
**LA.2.RL.2.4** -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Social Studies- Informational Text (places)  
**SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Science- Informational Text (dogs)  
**2-LS4-1** -Make observations of plants and animals to compare the diversity of life in different habitats.
- Traditional Tales- Fairy Tale and Fables  
**LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- Schoolwide-Story Structure  
**LA.2.W.2.3** - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### **Suggested Assessments:**

#### **Assessment Document**

- Journeys Cold Read Assessment
- Journeys Benchmark Assessment
- Formative assessment data including running records
- Fountas and Pinnell Benchmark Assessment Kit

# GRADE 2

## Unit 2: Nature Watch

### Journeys Document

Unit 2 READING	Suggested Pacing: October /November
<p><b>New Jersey Student Learning Standards:</b>  <b>Reading Standards for Literature:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.4, RI.2.5, RL.2.6,RL.2.7 RL.2.9, RL.2.10  <b>Reading Standards:</b> RF.2.3a, RF.2.3d, RF.2.3f, RF.2.4b, RF.2.4c  <b>Reading Standards for Informational Text:</b> RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7,RI.2.8, RI.2.10  <b>Speaking and Listening:</b> SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Text and Graphic Features, Conclusions, Main Ideas and Details, Understanding Characters, Fact and Opinion</p> <p><b>Comprehension Strategies:</b> Question, Analyze/Evaluate, Visualize, Summarize, Monitor/Clarify</p> <p><b>Fluency:</b> Expression, Accuracy, Connected Text, Rate, Phrasing, Punctuation, Stress</p> <p><b>Phonics :</b> Common Final Blends -nd, -ng, -nk, -ft, -xt, -mp, double Consonants and ck, Double Consonants (CVC), Consonant Digraphs th, sh, wh, ch, tch, ph, Base Words and Endings –s, -ed, -ing, Base Words and Endings –ed, -ing, CV Syllable Patter, Contractions</p> <p><b>Vocabulary:</b> Base Words and Prefixes un-, re- , Homophones, Compound Words, Synonyms, Base Words and Suffixes –er, -est , High Frequency Words, Vocabulary Words</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Student Textbook</li> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Magazine</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys ThinkCentral Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectable</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys Think Central Resource Bank</li> </ul>	

## Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

### **Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology**

- TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Cross-Curricular Connections:**

- **Science: Informational Texts**  
**2-LS4-1** -Make observations of plants and animals to compare the diversity of life in different habitats
- **Poetry**  
**LA.2.RL.2.4** -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **Traditional Tales**  
**LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- **Social Studies: Informational Text**  
**SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Think Central Online Resources & Smart Notebook Pages**  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Suggested Assessments:**

#### **Journeys Assessments**

- Journeys Cold Read Assessment
- Performance Task
- Formative assessment data including running records
- Fountas and Pinnell Benchmark Assessment Kit

# GRADE 2

## Unit 3: Tell Me About It

### Journeys Document

Unit 3 READING	Suggested Pacing: December/January
<p><b>New Jersey Student Learning Standards:</b>  <b>Reading Standards for Literature:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.8, RL.2.10  <b>Reading Standards: Foundational Skills:</b> RF.2.3b, RF.2.3f, RF.2.4b, RF.2.4c  <b>Reading Standards for Informational Text:</b> RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10  <b>Speaking and Listening:</b> SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.5,</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Conclusion, Story Structure, Author’s Purpose, Main Ideas and Details, Cause and Effect</p> <p><b>Comprehension Strategies:</b> Infer/ Predict, Question, Analyze/ Evaluate, Summarize, Monitor/ Clarify</p> <p><b>Fluency:</b> Expression, Intonation, Stress, Natural Pauses, Accuracy, Connected Text</p> <p><b>Phonics :</b> Base Words and Endings –s, -es, Vowel Digraphs ee, ea, Long o (o, oa, ow) , Compound Words, The Schwa Vowel Sound</p> <p><b>Vocabulary:</b> High Frequency Words, Prefixes pre- and mis- , Figurative Language, Using a Dictionary, Suffix –ly, Dictionary Entry, Vocabulary Words</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Student Textbook</li> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Magazine</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys Think Central Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectable</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys Think Central Resource Bank</li> </ul>	

## Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

### **Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology**

- TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### **Cross-Curricular Connections:**

- **Social Studies: Informational Text**  
**SOC.K-4.1.1.2** - Explain how the present is connected to the past.  
**SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Poetry**  
**LA.2.RL.2.4** - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **Traditional Tales**  
**LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- **Think Central Online Resources & Smart Notebook Pages**  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Suggested Assessments:**

#### **Journeys Assessments**

- Journeys Cold Read Assessment
- Performance Task
- Formative assessment data including running records
- Fountas and Pinnell Benchmark Assessment Kit

# GRADE 2

## Unit 4: Heroes and Helpers

### Journeys Document

Unit 4 READING	Suggested Pacing: January/February
<p><b>New Jersey Student Learning Standards:</b>  <b>Reading Standards for Literature:</b> RL.2.1,RL.2.3, RL.2.5, RL2.7, RL2.10  <b>Reading Standards: Foundational Skills:</b> RF.2.3a, RF.2.3c, RF.2.3e, RF.2.3f, RF2.4b, RF.2.4c  <b>Reading Standards for Informational Text:</b> RI.2.2, RI.2.4, RI.2.5,RI.2.6, RI.2.8, RI2.9, RI.2.10  <b>Speaking &amp; Listening Standards:</b> SL.2.1a, SL.2.1b, SL2.1c, SL.2.1e,SL.2.1f, SL2.1f, SL.2.2, SL.2.3,SL.2.4</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Story Structure, Sequence of Events, Understanding Characters,Text and Graphic Features, Compare and Contrast</p> <p><b>Comprehension Strategies:</b> Infer/Predict, Visualize, Analyze/Evaluate, Question, Monitor/Clarify</p> <p><b>Fluency:</b> Rate, Stress, Expression, Phrasing; Punctuation, Intonation</p> <p><b>Phonics:</b> Base Words and Endings-ed, -ing, Long i (I, igh,ie, y), Long e Sound for y, Changing y to i, Words with ar, Words with or and ore</p> <p><b>Vocabulary:</b> Homographs, Antonym, Suffixes-y and -ful, Synonyms, Prefix over-</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Student Textbook</li> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Magazine</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys Think Central Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectable</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys Think Central Resource Bank</li> </ul>	
<p><b>Accommodations &amp; Modifications</b></p>	

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology**

- TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.

### **Cross-Curricular Connections:**

- **Social Studies: Informational Text**  
**SOC.K-4.1.1.2** - Explain how the present is connected to the past.  
**SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Poetry**  
**LA.2.RL.2.4** -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **Traditional Tales**  
**LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- **Think Central Online Resources & Smart Notebook Pages**  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Suggested Assessments:**

#### **Journeys Assessments**

- Journeys Cold Read Assessments
- Journeys Benchmark Assessments
- Formative assessment data including running records
- Fountas and Pinnell Benchmark Assessment Kit

# **GRADE 2**

## **Unit 5: Changes, Changes Everywhere**



# Journeys Document

Unit 5 READING	Suggested Pacing: March and April
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Literature:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.10  <b>Reading Standards: Foundational Skills:</b> RF.2.3, RF.2.3b, RF.2.3d, RF.2.3e, RF.2.3f, RF.2.4a,  <b>Reading Standards for Informational Text K-5:</b> RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10  <b>Speaking and Listening:</b> SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Main Ideas and Details, Understanding Characters, Conclusions, Cause and Effect, Sequence of Events</p> <p><b>Comprehension Strategies:</b> Infer. Predict, Question, Summarize, Visualize, Monitor/Clarify</p> <p><b>Fluency:</b> Phrasing, Natural Pauses, Accuracy, Self-Correct, Rate: Adjust Rate to Purpose, Expression, Phrasing, Punctuation</p> <p><b>Phonics :</b> Words with er, Words with ir, ur, Homophones, Base Words and Endings –er, -est, Suffixes –y, -ly, -ful, Final Stable Syllables –tion, -ture, Prefixes: re-, un-, over-, pre-, mis-, Silent Consonants, Words with au, aw, al, o, a</p> <p><b>Vocabulary:</b> High Frequency Words, Vocabulary Words, Dictionary Entry, Idioms, Multiple-Meaning Words, Antonyms, Using Context</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Student Textbook</li> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Magazine</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys ThinkCentral Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectable</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys ThinkCentral Resource Bank</li> </ul>	
<p><b>Accommodations &amp; Modifications</b></p>	

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

**Technology**

- TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Cross-Curricular Connections:**

- Science- Informational Text  
**2-LS4-1** -Make observations of plants and animals to compare the diversity of life in different habitats.
- Social Studies: Informational Text  
**SOC.K-4.1.1.2** - Explain how the present is connected to the past.  
**SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Poetry  
**LA.2.RL.2.4** -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Traditional Tales  
**LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- Think Central Online Resources & Smart Notebook Pages  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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**Suggested Assessments:**

**Journeys Assessments**

- Journeys Cold Read Assessments
- Journeys Benchmark Assessments
- Performance Tasks
- Formative assessment data including running records
- Fountas and Pinnell Benchmark Assessment Kit

# GRADE 2

## Unit 6: What a Surprise!

### Journeys Document

Unit 6 READING	Suggested Pacing: May and June
<p><b>New Jersey Student Learning Standards:</b>          Reading Standards for Literature K-5: RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10          Reading Standards: Foundational Skills K-5: RF.2.3, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3f, RF.2.4b,          Reading Standards for Informational Text K-5: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6,          RI.2.7, RI.2.8, RI.2.9, RI.2.10          Speaking and Listening: SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Comprehension Skills:</b> Story Structure, Fact and Opinion, Text and Graphic Features, Understanding Characters, Compare and Contrast</p> <p><b>Comprehension Strategies:</b> Infer/Predict, Question, Analyze/ Evaluation, Summarizing, Visualize</p> <p><b>Fluency: Phrasing: Accuracy:</b> Connected Text, Intonation, Natural Pauses, Expression, Rate: Adjust Rate to Purpose</p> <p><b>Phonics :</b> Words with oo, ew, ue, ou, Words with oo, Possessive Nouns, Vowel Diphthongs ow, ou, Reading Longer Words with Long Vowels a and i, Long Vowels O and E, Final Stable Syllable –le</p> <p><b>Vocabulary:</b> High Frequency Words, Vocabulary Words, Multiple-Meaning Words, Synonyms, Classify/ Categorize Antonyms Dictionary</p>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Student Textbook</li> <li>• Journeys Practice Book</li> <li>• Journeys Leveled Reader</li> <li>• Journeys Magazine</li> <li>• Journeys Literacy Work Stations</li> <li>• Journeys Vocabulary in Context Cards</li> <li>• Journeys Decodable Readers</li> <li>• Journeys ThinkCentral Library and Assignments</li> <li>• Journeys Teacher’s Editions</li> <li>• Journeys Projectable</li> <li>• Journeys Grab ‘N Go</li> <li>• Journeys Comprehensive Language and Literacy Guide</li> <li>• Journeys Leveled Reader Lesson Plan Booklets</li> <li>• Journeys ThinkCentral Resource Bank</li> </ul>	

## Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

### **Additional Modifications and Accommodations specific to this unit are:**

- Progress Monitoring Assessment
- Journeys ELL Kit
- Wilson-Fundations
- Reading A-Z
- Leveled Literacy Intervention - LLI

### **Technology**

- TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Cross-Curricular Connections:**

- **Science- Informational Text**  
**2-ESS1** -Earth's Place in the Universe  
**2-LS4-1.LS4.D.1** -There are many different kinds of living things in any area, and they exist in different places on land and in water.  
**2-LS4-1** -Make observations of plants and animals to compare the diversity of life in different habitats.
- **Social Studies: Informational Text**  
**SOC.K-4.1.1.2** - Explain how the present is connected to the past.  
**SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- **Poetry**  
**LA.2.RL.2.4** -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **Traditional Tales**  
**LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- **Think Central Online Resources & Smart Notebook Pages**  
TECH.8.1.2- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Suggested Assessments:**

#### **Journeys Assessments**

- Journeys Cold Read Assessments
- Journeys Benchmark Assessments
- Performance Tasks
- Formative assessment data including running records

# Grade 2 Writing

Unit Number and Name	Unit Description	Timeline
Unit 1- Launching Writers Workshop	Launching	5 weeks (September-October)
Unit 2- Opinion/Argument	Letter Writing	8 weeks (November-December)
Unit 3- Informational/Explanatory	Author Study	11 weeks (January-March)
Unit 4- Narrative	Personal Narrative	12 weeks (April-June)

## Unit 1

Unit 1 Overview- How Writers Work	NJSLS
<p><b>Launching:</b> This unit was created to help students understand the writing process and get to know how and why writers write in the ways they do. Students will find out all of the different reasons why we write and have the opportunity to build their own writing identities. The books in the study will help students read closely, think about the authors' purposes, and understand them as people as well as writers. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. For a writing workshop to run smoothly, students need to know what they are expected to do. Procedural conversations—such as how the writing workshop will function, what the writing tools are and how they will be used, and what students should do if they think they're done writing—are also presented in this unit.</p>	<ul style="list-style-type: none"> <li>● W.2.3</li> <li>● W.2.5</li> <li>● W.2.8</li> </ul> <p>Detailed Connection to all NJSLS Standards for Writing</p> <p>Detailed Connection to New Jersey Student Learning Standards</p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Students will be introduced to the structure of writing workshop and their roles and responsibilities</li> <li>● Discover how an author's writing life began and the lessons she learned along the way</li> <li>● Writers often record important events in their lives so they are not forgotten.</li> <li>● When writers have trouble coming up with</li> </ul>	<ul style="list-style-type: none"> <li>● What does it mean to be an author?</li> <li>● When do authors begin writing? How old are authors?</li> <li>● How do authors get books published?</li> <li>● How long does it take for a book to be published?</li> </ul>

possibilities for writing, they use their imaginations to turn simple moments into engaging and entertaining stories.

- Writers find motivation and inspiration for writing in the special people, places, and events in their lives.
- Writers get ideas for writing by using their senses to observe the world around them and how they use their notebooks to record their ideas.
- Writers find inspiration from meaningful and emotional times in their lives.
- Writers write about what they know and care about.
- Writers thoughtfully select an idea to expand into a longer piece.
- Once writers have selected ideas, they need time to further explore those ideas and collect more information about them.
- Writers create drafts that are organized and easy to read.
- Writers revise their work so their ideas are clear and their words are engaging.
- Writers need to get their writing ready for an audience by checking their spelling, capitalization, and punctuation.
- Writers need to prepare their writing for publication by including various publishing techniques to help their readers understand their purpose and passion.
- Reflection is an important part of the writing process, as a writer's work is never truly finished.

### Skills- What Students Will Learn to Do

- Students will learn how and why writers use notebooks to record memories, experiences, and ideas for writing.
- Recall important memories and details to generate ideas for writing.
- Focus on the people and places in their lives as inspiration for their writing.
- Students will read through their Writers' Notebooks and carefully choose an idea to develop into a published piece.
- Students will gather more information and details to develop their ideas.
- Use the information in their notebooks to map out a beginning, middle, and end of their stories that are sensible and interesting for readers.
- Students will add relevant details to support their main ideas.
- Use an editing checklist independently and with a partner.

- Create Dedications, titles and title pages, covers, About the Author pages, etc. to give their readers some insight into their inspirations and intentions.
- Reflect on their learning and set goals for the future to become more independent writers.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>• Refer to :pages 4-5</li> </ul> <p><a href="https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/41.pdf">https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/41.pdf</a></p> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>

**Learning Plan**

- Week 1- Immersion
- *Author: A True Story*
  - *Fireflies*
  - *Let's Do Nothing*
  - *The Best Story*
  - *Nothing Ever Happens on 90th Street*



Week 2- Generating Ideas and Selecting

- *Fireflies*
- *The Best Story*

Week 3- Collecting and Drafting

- *Fireflies*
- *The Best Story*

Week 4- Continue Drafting and Revising

- *Author: A True Story*

Week 5- Editing and Publishing

- *Let's Do Nothing*
- *Author: A True Story*
- *Fireflies*
- *The Best Story*
- *Nothing Ever Happens on 90th Street*

### Assessment Plan

Assessments to Measure Student's Understanding:

- Final Copy scored by Rubric
- Informal Conferencing
- Anecdotal notes
- Exit tickets

### Instructional Resources

- Core Program: SchoolWide: Unit 1-How Writers Work
- Supplemental Program: Journeys
- Additional and Alternative Materials and Resources: Writers' Notebooks, Anchor Charts, Graphic Organizers

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>● <b>Reading</b>-Students will use comprehension skills in the mentor texts to understand how the author used his/her technique(s) to serve as an example for the skills of the unit.</li> <li>● <b>LA.2.RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● <b>LA.2.RL.2.4</b> -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>LA.2.RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</li> <li>● <b>LA.2.RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>		
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## Unit 2

Unit 2 Overview- Narrative	NJSLs
<p><b>Narrative:</b> Personal narratives tell the big and small stories of our lives. Personal narratives are typically the easiest, most natural form of writing for children because the stories are already complete inside their minds, which enables the words to flow more easily onto the paper. It is this easy flow of words that supports students' efforts to produce a complete piece of writing. This allows teachers more opportunities to help students refine their writing because they better understand the heart of their pieces. As teachers surround students with this natural, life-enriching genre, wonderful opportunities will be presented for students to make connections with themselves and others. Constructing meaningful personal narratives helps students discover important things about who they are and what they hope to be like in the future. This type of writing also helps students make sense of their life experiences and discover that others may share similar experiences, even when they may have little else in common.</p>	<ul style="list-style-type: none"> <li>● W.2.3</li> <li>● W.2.5</li> <li>● W.2.6</li> <li>● W.2.8</li> </ul> <p>Detailed Connection to all NJSLs Standards for Writing</p> <p>Detailed Connection to New Jersey Student Learning Standard</p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Chronological structure of narratives</li> <li>● Illustrations contribute to the tone of a story</li> <li>● Personal narratives are told by people all over the world and often share common feelings and emotions that everyone can connect with.</li> <li>● Writers are inspired to write about the traditions, celebrations, and people they love who are a part of their lives.</li> <li>● Writers find ideas to write about in their own family stories.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I draw on a special experience to tell a story?</li> <li>● How can I organize my writing in a way that is clear to the reader?</li> <li>● How do I revise and edit while independently crafting a personal narrative?</li> </ul>

- Writers can find inspiration for stories in the important events in their lives.
- Looking at a special photograph can help writers observe very closely and recapture memories to write about.
- Writers are often inspired to write stories about their special talents and how they use them to make others happy.
- The decision a writer makes when selecting a story for further development is often based on a strong feeling that there is more to be said about the topic.
- As writers begin to examine closely the stories of their lives, they may find the need to gather more information to support what they already know.
- Writers often reveal their inner thoughts and feelings.
- Writers often gather details from the memories of their senses to help them add dimension and interest to a story.
- When telling stories, writers make intentional decisions about how to move readers through time.
- Writers of personal narratives use a story structure that includes a sequence of events presented in a logical order.
- Writers reveal something important in personal narrative writing.
- Writers use narrative techniques, such as dialogue, to enhance meaning and add interest to their stories.
- When writing personal narrative it is important that the writer's voice, or personality, comes through the words; the words should be "heard" by the readers.
- Writers use vivid descriptions in personal narratives to bring the readers more fully into their stories.
- Writers need to have a system for editing their writing.
- Standard spelling within a piece of writing enables the readers to read and take meaning from it.
- Writers often ask for help with proofreading and editing spelling to make their writing more readable.
- Writers base personal narrative stories on experiences from their lives. Author's Notes

and Dedications often explain where the idea for the story came from.

- Students are more engaged learners when they are actively involved in the evaluation process.

### Skills- What Students Will Learn to Do

- Participate in collaborative discussions with peers in small and large groups
- Answer questions to gather information and deepen their understanding of personal narratives.
- Recount or describe key ideas or details from the texts read aloud
- Listen for and notice how writers use rich, descriptive language to draw readers into their texts and create images in their readers' minds.
- Add information in order to enhance the text.
- Discuss the similarities and differences between illustrations in two mentor texts
- Create and write about illustrations of their own based on a story read aloud.
- Use personal celebrations, traditions, and people who are important in their lives as inspiration for their writing.
- Think about family stories they have heard from relatives in order to generate ideas for their own writing.
- Generate a list of important, life-changing events they have experienced that they might like to write about and share with their readers.
- Use personal photographs as inspiration for recapturing details of special memories they can write about.
- Consider the things or special talents they enjoy and do well that they may want to share in order to inspire or help others.
- Reread the entries in their Writers' Notebooks and select an idea or topic that they feel passionate about and would like to develop into a story.
- Consider strategies to collect more details and gain a better understanding of their whole story.
- Consider their personal thoughts and feelings about the events and experiences surrounding their topics and how they might incorporate these into their writing.
- Think about the senses they experienced related to the events of their stories and how they might include interesting words and details that describe them.
- Make decisions about how to use temporal or transition words and phrases to signal the order of events and to help plan and draft their narratives.
- Structure their stories to include a clear beginning, middle, and end, using main ideas and supporting details.
- Students will reveal an important idea in their stories as they unfold and conclude.
- Students will begin revising their drafts by determining how and where to incorporate dialogue in order to make their writing more engaging and meaningful.
- Revise their drafts to add voice to their narratives by including inner feelings.
- Put words together to express their inner thoughts in an engaging way that draws their readers into their stories.
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- Work with a partner to proofread and peer edit each other's drafts for any spelling errors and then edit their drafts based on their partner's findings.
- Students will share with their readers the inspiration for their stories by including an Author's Note and a meaningful Dedication.

<ul style="list-style-type: none"> <li>Reflect on their own growth as writers and the effectiveness of the strategies they use will help them set goals for their future as independent writers.</li> </ul>	
<b>Vocabulary/Key Terms</b>	<b>Modifications: Support and Enrichment</b>
<ul style="list-style-type: none"> <li>Refer to : pages 4-5</li> </ul> <p><a href="https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/42.pdf">https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/42.pdf</a></p> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>
<b>Learning Plan</b>	
<p>Week 1- Immersion</p> <ul style="list-style-type: none"> <li><i>My Abuelita</i></li> <li><i>Up North at the Cabin</i></li> <li><i>Owl Moon</i></li> <li><i>Ma Dear's Apron</i></li> </ul>	

- *The Keeping Quilt*
  - *The Day of Ahmed's Secret*
  - *How My Parents Learned to Eat*
- Week 2- Generating I-III
- *Snapshots of the Wedding*
  - *The Keeping Quilt*
  - *The Day of Ahmed's Secret*
- Week 3- Generating IV-V
- *Looking Back*
  - *Jamaica Louise James*
- Week 4- Free writing and Selecting
- *The Day of Ahmed's Secret*
  - *Jamaica Louise James*
  - *The Keeping Quilt*
  - *Looking Back*
  - *Snapshots from the Wedding*
- Week 5- Collecting I-II
- *How My Parents Learned to Eat*
  - *Up North at the Cabin*
- Week 6- Collecting III
- *Owl Moon*
- Week 7- Drafting I-II
- *My Abuelita*
  - *Owl Moon*
- Week 8- Drafting III
- *My Abuelita*
- Week 9- Revising
- *The Day of Ahmed's*
  - *Looking Back*
  - *Ma Dear's Apron*
- Week 10- Editing
- Week 11- Publish
- *Ma Dear's Apron*
- Week 12- Publish and Reflect

### Assessment Plan

Assessments to Measure Student's Understanding:

- Final Copy scored by Rubric
- Informal Conferencing
- Anecdotal notes
- Exit tickets

### Instructional Resources

- Core Program: SchoolWide: Narrative Unit
- Supplemental Program: Journeys
- Additional and Alternative Materials and Resources: Writers' Notebooks, Anchor Charts, Graphic Organizers, Dictionary or Dictionary.com, Editing Checklist

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>● <b>Reading &amp; Social Studies-</b> Students will use comprehension skills in the mentor texts to understand how the author used his/her technique(s) to serve as an example for the skills of the unit. Mentor texts address different cultures, have characters from different socioeconomic statuses, and take place in various locations around the world.</li> <li>● <b>LA.2.RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● <b>LA.2.RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</li> <li>● <b>LA.2.RL.2.4</b> -Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>● <b>LA.2.RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</li> <li>● <b>LA.2.RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>● <b>SOC.K-4.1.2.1</b> - Determine locations of places and interpret information available on maps and globes.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

## Unit 3

Unit 3 Overview- Informational/Explanatory	NJSLs
<p><b>Author Study:</b> Gail Gibbons is a wonderful writing mentor for second grade writers. Gibbons writes nonfiction, which is arguably the genre that students will encounter the most not only in their educational careers but also in their vocational careers. Her books, of which she has written over one hundred, center on her inquisitive nature, or her desire to know “why?” This natural inquisitiveness is something students will readily recognize in themselves. Her books portray the beauty and workings of the ordinary and familiar using pictures, charts, and words. Her interpretation of the world and the things in it includes brightly colored pictures and lots of explanation. Charts, graphs, and other supplemental illustrations draw young readers and writers into her books. They appeal to both young and more advanced readers because they contain a mixture of text and picture support, and they are typically an introduction to a specific topic. Students will connect easily to Gibbons’s choice of topics represented in this unit: submerged ships, planet Earth, building a house, honeybees, recycling, caves, and rainforests. She will help students discover that the world around them is full of opportunities to explore, question, ponder, and investigate. Gibbons shows us that writing in order to think, question, and learn is something we should do every day.</p>	<ul style="list-style-type: none"> <li>● W.2.2</li> <li>● W.2.5</li> <li>● W.2.6</li> <li>● W.2.7</li> <li>● W.2.8</li> </ul> <p>Detailed Connection to all NJSLs Standards for Writing</p> <p>Detailed Connection to New Jersey Student Learning Standards</p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Authors love their topics and are passionate about them.</li> <li>● Authors are curious and often wonder about their world.</li> <li>● Authors write and illustrate what they observe and how they research their topics.</li> <li>● Author's craft their writing as informative and engaging.</li> <li>● Nonfictions writers write about everyday objects and focuses on the “how” of those everyday objects.</li> <li>● Authors learn everything they can about everyday a subject by asking questions and thinking about it.</li> <li>● Authors collecting process involves reading, talking to people, observing, making visits, and making observational drawings.</li> <li>● Authors read to get additional information about their topics as one of the first steps in their collecting process.</li> <li>● Authors talk and interview people as part as the collecting process.</li> <li>● Authors uses observation illustrations to complement in their texts.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers analyze mentor texts to compare ideas to organize their informational writing?</li> <li>● How can I teach someone else about a topic I have researched or know about?</li> <li>● What strategies do writers use when writing an informational composition?</li> <li>● What can I learn from a mentor text to help me write an information composition?</li> </ul>



- Authors use different structures, or methods for organizing information.
- Authors include extras in their writing (labels, diagrams, and charts).
- Authors' books start in a variety of ways.
- Authors use their writing "voice".
- Authors use illustrations to complement their text so readers understand.
- Authors purposefully use periods, question marks, and exclamation points in their writing.
- Authors edit spelling, grammar, and other issues for clarity.
- Authors dedicate their books to someone special or a special group of people.

### Skills- What Students Will Learn to Do

- Students will question, notice and discuss authors' writing and illustration techniques, as well as key details in the text that show their passion for the topic they wrote about.
- Students will examine how authors ask questions about topics they write about and how they find their answers by using both primary and secondary research.
- Students will pay close attention to the many nonfiction features that authors use in books to make their topics easier for readers to understand and follow.
- Students will examine the language and craft of authors to make their books interesting and engaging.
- Students will wonder and write about topics they are curious about.
- Students will think about subjects in their world that are very interesting to them—topics in which they can become immersed.
- Students will choose a meaningful topic from their notebooks that they are passionate about and want to spend more time working on.
- Students will learn about each of the elements of her collecting process so they can use some of the authors' strategies.
- Students will begin reading a number of books and a variety of digital sources on a single topic to build their knowledge base, which will help them process their informational writing.
- Students will think about whom they can talk to and what they would like to ask.
- Students will consider observational sketches as a way to enhance their texts.
- Students will go through notes and select what they will include in their drafts.
- Students will examine structures in author's work and think about their applications to their own work.
- Students will sketch out where their illustrations will be related to their text.
- Students draft extra information or sections to their piece.
- Students will work on creating an engaging introduction for their nonfiction pieces, pulling their readers in from the very beginning.
- Students will examine their drafts and think about how they can insert their own voice into their drafts.
- Students will look for places in their writing that might need revision, either textually or visually, so that it is reader-friendly.
- Students will edit their work, making sure they have corrected all ending punctuation marks.
- Students will engage in peer editing in order to proofread their writing and complete an editing checklist.

- Students will compose acknowledgements and dedication page.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>• Refer to: pages 4-11</li> </ul> <p><a href="https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/39.pdf">https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/39.pdf</a></p> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p> <p><b>Students with 504:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual &amp; small group help</p> <p><b>Gifted Students:</b> provide additional enrichment activity; provide extension activities</p>

**Learning Plan**

Week 1: Immersion

- *Bats*
- *Recycle*
- *Sun Up, Sun Down*

Week 2: Immersion

- *How A House Is Built*
- *Nature's Green Umbrella*

Week 3: Generating Ideas I-Generating Ideas II

- *How A House Is Built*
  - *Bats*
- Week 4: Generating Ideas III-Selecting
- *My Baseball Book*
- Week 5: Collecting I-Collecting II
- *Planet Earth/Inside Out*
- Week 6: Collecting III-Collecting IV
- *Sunken Treasure*
  - *How a House is Built*
  - *My Baseball Book*
- Week 7: Collecting V-Drafting I
- *Zoo*
  - *How a House is Built*
  - *Bats*
- Week 8: Drafting II-Drafting III
- *My Baseball Book*
  - *Sun Up, Sun Down*
  - *Nature's Green Umbrella*
  - *Planet Earth/Inside Out*
  - *Caves and Caverns*
- Week 9: Revising I-Revising III
- *Sun Up, Sun Down*
  - *Nature's Green Umbrella*
  - *Recycle!*
  - *Sunken Treasure*
- Week 10: Editing I-Publishing
- *Recycle!*
  - *Planet Earth/Inside Out*
  - *How a House is Built*
- Week 11: Publishing-Self Reflection

### Assessment Plan

Assessments to Measure Student's Understanding:

- Final Copy scored by Rubric
- Informal Conferencing
- Anecdotal notes
- Exit tickets

### Instructional Resources

- Core Program: SchoolWide: Informational/Explanatory Unit
- Supplemental Program: Journeys
- Additional and Alternative Materials and Resources: Writers' Notebooks, Anchor Charts, Graphic Organizers

**Interdisciplinary Connections**

**21st Century Life and Careers**

**Technology Standards**

<ul style="list-style-type: none"> <li>● <b>Reading &amp; Science</b>-Students will use comprehension skills in the mentor texts to understand how the author used his/her technique(s) to serve as an example for the skills of the unit. Students gain knowledge &amp; understanding of animals, Earth science, and systems through mentor texts.</li> <li>● <b>LA.2.RI.2.1</b> -Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● <b>LA.2.RI.2.4</b> -Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>● <b>LA.2.RI.2.5</b> -Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>● <b>LA.2.RI.2.6</b> -Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>● <b>LA.2.RI.2.7</b> -Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>● <b>2-LS2-2.LS2.A.1</b> - Plants depend on animals for pollination or to move their seeds around.</li> <li>● <b>2-LS4-1.LS4.D.1</b> - There are many different kinds of living things in any area, and they exist in different places on land and in water.</li> <li>● <b>2-ESS2-3.ESS2.C.1</b> - Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>
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## Unit 4

Unit 4 Overview- Opinion/Argument	NJSLs
<p><b>Letter Writing:</b> Letters have been written for about as long as humans have been able to communicate through writing. Besides actual face-to-face conversation, for a long time letters were the only way to establish and maintain relationships with those who were not immediately available. Reading letters helps us learn about how lives were lived and what people believed and knew in the past. Today writers—any writers—are able to share their thoughts through emails, text messages, and posts on the Internet that reach a wider audience than a letter to a friend or even a small group of friends. And writers are able to reply instantly, keeping up a correspondence over days and changing topics. Letters can have a multitude of purposes. They can be informal when written between friends or formal when written for business purposes. They can be requests for information, offer complaints or praise, or share opinions (e.g., when sent to editors of newspapers or magazines). More formal letters can be meant to persuade a reader to action or to request the cessation of action. The need for humans to communicate has not gone away even as technology has changed modern life. As a genre, it's likely the letter itself—in all its many forms—will be with us for a long time.</p>	<ul style="list-style-type: none"> <li>● W.2.1</li> <li>● W.2.3</li> <li>● W.2.5</li> <li>● W.2.6</li> <li>● W.2.8</li> </ul>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Name features and purposes of informal letters</li> <li>● Introduce the features of formal letters</li> <li>● A collection of letters put together tells a specific story</li> <li>● Power and purpose of writing and receiving letter</li> <li>● Letter writers often write to their favorite authors to ask questions and share information.</li> <li>● Writers use letters as a way to seek information, to make readers think, and to get a response.</li> <li>● Letter writers develop their letters by providing reasons or examples for their thoughts and opinions.</li> <li>● Letter writers always choose an address and purpose before writing.</li> <li>● Letter writers know that if they are writing to a specific person, they need to collect ideas for that letter: questions, comments, etc.</li> <li>● Letter writers know that what they say in a letter is very important.</li> <li>● Writers sometimes create a correspondence between two characters to tell a story, but they know they must do some preparatory work for</li> </ul>	<ul style="list-style-type: none"> <li>● What strategies can I use to persuade others to agree with my opinion?</li> <li>● What types of persuasive and opinion writing are there?</li> <li>● How can I organize my evidence to make it the most convincing to my audience?</li> </ul>

such an undertaking.

- When writers create a correspondence between two characters, they need to collect ideas so they can tell a great story.
- Letter writers follow a certain format and structure their ideas to best suit their readers and intended purpose.
- The body of a letter is where writers convey information, provide reasons that support their opinion, and pursue their purpose.
- Writers end their letters in accordance with certain conversations while still maintaining their own unique voices.
- Writers regularly revise their work by rewriting and adding important details to enhance the overall effectiveness of piece.
- When writing letters, it is helpful to include words that connect ideas or reasons, making the writing easier to follow.
- Writers often include a postscript to provide additional, last-minute news or remind readers of an important point in a letter.
- Letter writers follow the conventional rules governing formal and informal letter formats.
- Letter writers follow the correct usage for punctuation in letters and know it's important to edit for the right punctuation.
- Letter writers often choose to include drawings, photographs, and other mementos to personalize and enhance their pieces.
- Letter writers make final style and form decisions before sending their letters.

### Skills- What Students Will Learn to Do

- Students will understand that letters can be friendly, visual, and informative.
- Students will notice and name features of formal letters in order to compare and contrast formal and informal letters.
- Students will analyze a collection of letters can create a timeline of events in a person's life.
- Students will participate in collaborative discussions about the specific features in a letter to prepare to write their own.
- Students will examine how writer use letters to share experiences and express feelings.
- Students will connect to emotional impact of letters in maintaining friendships and consider which people in their lives they would like to write to.
- Students will list their favorite authors and brainstorm ideas to include in a letter.
- Students will examine how letter writers use questions and will generate ideas for using in their own letters.

- Students will write letters thinking about something they want and why they want it and give reasons to support their opinion using the linking words “because”, “ and”, and “also”.
- Students will select a focus for their letter writing as they consider their purpose and audience.
- Students will collect information and formulate content in preparation for drafting a letter to an author.
- Students will consider the kinds of details, reasons, and examples they will include to make their letters interesting and convincing.
- Students will collect information on their two characters to prepare to write letters between them.
- Students will begin to collect interesting ideas for their own characters to write about- a story they can tell.
- Students will consider various letter openings for books and then draft introductions to their own letters.
- Students will utilize strategies that authors use to develop their own body drafts.
- Students will examine the creative ways unit writes conclude their letters and emulate these strategies in their own conclusions.
- Students will add descriptive details and examples to make their writing more engaging and effective.
- Students will use transition or linking words to connect an opinion with reasons.
- Students will consider how and why writers use postscripts in letter and then add one to their own drafts.
- Students will edit their letter drafts to ensure they have correctly formatted their final pieces.
- Students will edit their draft to ensure correct punctuation.
- Students will consider the ways that visual elements add to the impact of the letters in books and ways to include illustrations in their own letters.
- Students will identify different letter writers’ styles and format choices and will connect those decisions to the ones they must make when reading their final letters for sending or sharing.

Vocabulary/Key Terms	Modifications: Support and Enrichment
<ul style="list-style-type: none"> <li>● Refer to : pages 4-6</li> </ul> <p><a href="https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/40.pdf">https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/unit/40.pdf</a></p> <p><b>Instructional Vocabulary</b> are words derived from the discussions and instructions outlined in each lesson. These words are commonly used across many Writing Fundamentals Units of Study by teachers and students through collaborative discussions, teacher modeling, and student engagement within the context of reading and writing.</p> <p><b>Tier 2 and Tier 3 words</b> from the unit texts were selected based upon their importance or utility and instructional potential to enhance conceptual understanding.</p>	<p><b>Accommodations &amp; Modifications to address special populations such as:</b> Special Education, Students at risk of failure, students with 504’s, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking here.</p> <p><b>Special Education Students:</b> (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP) reduce/revise assignments &amp; assessments as per IEP; provide individual &amp; small group help; notes, and study guides; provide background knowledge</p> <p><b>English Language Learners:</b> use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; modeling; visual aids &amp; manipulatives; translator dictionary</p> <p><b>Students at Risk of Failure:</b> Provide less distracting seating if possible, frequent check-ins by teacher, study guide, notes, etc.</p>

**Students with 504:** (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's 504) Provide less distracting seating if possible: frequent check-ins by teacher, notes, provide individual & small group help

**Gifted Students:** provide additional enrichment activity; provide extension activities

### Learning Plan

Week 1: Immersion

- *I Wanna New Room*
- *Around The World: Who's Been Here?*
- *Plantzilla*
- *The Gardener*
- *Dear Peter Rabbit*
- *A Letter From Phoenix Farm*

Week 2: Generating Ideas I-Generating Ideas III

- *First Year Letters*
- *Dear Mr. Henshaw*
- *Yours Truly, Goldilocks*
- *I Wanna New Room*

Week 3: Generating Ideas IV, Selecting Lesson, Collecting I

- *Plantzilla*
- *I Wanna New Room*
- *A Letter From Phoenix Farm*
- *Around The World: Who's Been Here?*

Week 4: Collecting II-Collecting IV

- *I Wanna New Room*
- *Dear Mrs. LaRue: Letters from Obedience School*
- *Dear Peter Rabbit*
- *Yours Truly, Goldilocks*
- *The Gardener*

Week 5: Drafting I-Drafting III

- *Around The World: Who's Been Here?*
- *Dear Mr. Henshaw*
- *Yours Truly, Goldilocks*
- *Dear Mrs. LaRue: Letters from Obedience School*

Week 6: Revising I-Revising III

- *A Letter From Phoenix Farm*
- *Dear Mrs. LaRue: A Letters from Obedience School*

Week 7: Editing I-Publishing I

- *Around The World: Who's Been Here?*

Week 8: Publishing II-Self Reflection

- *First Year Letters*

### Assessment Plan



Assessments to Measure Student's Understanding:

- Final Copy scored by Rubric
- Informal Conferencing
- Anecdotal notes
- Exit tickets

**Instructional Resources**

- Core Program: SchoolWide: Opinion/Argument Unit
- Supplemental Program: Journeys
- Additional and Alternative Materials and Resources: Writers' Notebooks, Anchor Charts, Graphic Organizers

Interdisciplinary Connections	21st Century Life and Careers	Technology Standards
<ul style="list-style-type: none"> <li>● <b>Reading, Health, Science, &amp; Social Studies-</b> Students will use comprehension skills in the mentor texts to understand how the author used his/her technique(s) to serve as an example for the skills of the unit. Some topics addressed including: bullying, divorce, and insecurity. Geographic locations around the world and the animals that inhabit them are addressed.</li> <li>● <b>LA.2.RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● <b>LA.2.RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</li> <li>● <b>LA.2.RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>● <b>HPE.2.1.2.E.1</b> - Identify basic social and emotional needs of all people.</li> <li>● <b>HPE.2.1.2.E.2</b> -Determine</li> </ul>	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation..</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</li> <li>● 8.1.2.A.2 Create a document using a word processing application</li> <li>● 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul>

<p>possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <ul style="list-style-type: none"> <li>● <b>HPE.2.2.2.A.CS1</b> -Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>● <b>2-LS4-1.LS4.D.1</b> -There are many different kinds of living things in any area, and they exist in different places on land and in water.</li> <li>● <b>SOC.K-4.1.3.2</b> - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).</li> </ul>		
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**Modifications & Adaptations for Special Populations:**

The information provided below contains recommended curricular modifications and adaptations. It is recognized that teachers will use their professional judgment to make sure every child’s needs are met.

<p><b><u>Special Education:</u></b></p> <ul style="list-style-type: none"> <li>● Computer Based Activities</li> <li>● Teacher Support</li> <li>● Teacher Read Aloud Text (<i>If Necessary</i>)</li> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Adapting to IEP</li> <li>● Books on Tape</li> <li>● Modified Assessments</li> <li>● Full / Partial Support on all tests</li> <li>● Alternate Test Format</li> <li>● Study Guides</li> </ul>	<p><b><u>Students at Risk of Failure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher Support</li> <li>● Teacher Read Aloud Text (<i>If Necessary</i>)</li> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Study Guides</li> <li>● Copies of Classroom / Lecture Notes</li> <li>● Partner to Assist in Classroom Activities</li> <li>● Student Buddies</li> <li>● Graphic Organizers</li> </ul>	<p><b><u>Students with 504</u></b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Study Guides</li> <li>● Copies of Classroom / Lecture Notes</li> <li>● Partner to Assist in Classroom Activities</li> <li>● Assistance with organization of materials/notebook</li> <li>● Use of a consistent daily routine</li> <li>● Break down tasks into manageable units</li> </ul>
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<ul style="list-style-type: none"> <li>• Copies of Classroom / Lecture Notes</li> <li>• Partner to Assist in Classroom Activities</li> <li>• Student Buddies</li> <li>• Alternative Leveled Reading Material</li> <li>• Sound &amp; Spelling Cards</li> <li>• Graphic Organizers</li> </ul>		
<p><b><u>Gifted &amp; Talented:</u></b></p> <ul style="list-style-type: none"> <li>• Independent Special Interest Study</li> <li>• Interest and learning centers</li> <li>• Computer Based Activities</li> <li>• Peer-Conferencing</li> <li>• Small Group Instruction</li> <li>• Learning Contracts</li> <li>• Tiered Activities and Lessons</li> <li>• Graphic Organizers</li> <li>• Problem Based Learning activities</li> <li>• Socratic Seminars</li> <li>• Independent Study</li> <li>• Activities to apply Kohlberg's Theory Of Moral Reasoning</li> <li>• Partner Problem Solving</li> <li>• Compacting opportunities</li> </ul>	<p><b><u>ELL:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary Instruction &amp; Demonstration (<i>Visual Representation</i>)</li> <li>• Computer Based Activities</li> <li>• Teacher Support</li> <li>• Teacher Read Aloud All Text (<i>If Necessary</i>)</li> <li>• Picture Dictionaries</li> <li>• Small Group Instruction</li> <li>• Additional Time</li> <li>• Seating Arrangements</li> <li>• Books on Tape</li> <li>• Student Buddies</li> <li>• Graphic Organizers</li> <li>• Use of native language to English dictionary</li> <li>• Administration of test by ELL teacher or in a small group setting as appropriate</li> </ul>	<p>For additional Modifications/Accommodations for special populations please visit:</p> <p style="text-align: center;"><a href="#"><u>Full list of Accommodations/Modifications for Special Populations</u></a></p>

The information provided below contains recommended curricular modifications and adaptations. It is recognized that teachers will use their professional judgment to make sure every child's needs are met.