



BOE Approved 5/18

Cliffside Park Public Schools

Literacy: Grade 2

<p>Unit Name: Poetry Reader’s Workshop</p> <p>Resource: Reader’s Workshop, Schoolwide</p> <p>Duration: 4-6 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language. 			
<p>Essential Questions</p> <ul style="list-style-type: none"> What do readers use to interpret the structural elements of poems? 			
<p>Focus of Standards:</p>			
<p>Student Outcomes:</p> <p>IRA 1 What Do You See?</p> <ul style="list-style-type: none"> I can learn about the poetry’s features <p>IRA 2 I Can Read Poetry</p> <ul style="list-style-type: none"> I can understand that reading poetry is 	<p>Skills</p> <ul style="list-style-type: none"> Making Connections/ Schema Questioning Synthesizing Listening and Responding Text and Genre Features/Structure 	<p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Assessment of Key Comprehension Strategies My Reading Log and Reflection 3-5 Running Record Where Are My 	<p>Resources</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> <i>Guyku: A Year of Haiku for Boys</i> by Bob Racza <i>Dear World</i> by Takayo Noda <i>Dragonfly</i> by Georgia Heard

<p>different from reading a book.</p> <p>IRA 3 Using Our Minds to Read and Understand</p> <ul style="list-style-type: none"> I can use words in a poem to create pictures in my mind. <p>IRA 4 Why They Write</p> <ul style="list-style-type: none"> I can figure out what the poet is trying to say and discover the inspiration behind it. <p>IRA 5 Is That What You Mean?</p> <ul style="list-style-type: none"> I can make connections with various poems to help figure out their meaning. <p>IRA 6 Go Back!</p> <ul style="list-style-type: none"> I can figure out the meaning of unfamiliar words and phrases by rereading, paying attention to familiar words, and using text features. <p>IRA 7 Getting Closer</p> <ul style="list-style-type: none"> I can understand that when a poet's meaning is not clear, I need to stop reading and try various strategies (e.g., reread, make a connection, look at illustrations). <p>IRA 8 A Pair of Poems</p> <ul style="list-style-type: none"> I can read and compare poems. <p>ML 1 Rhyme Time</p>	<ul style="list-style-type: none"> Self-Monitoring/ Self-Correcting Visualizing Making Inferences Determining Importance Word Solving/Vocabulary 	<p>Students in the Reading Process?</p> <ul style="list-style-type: none"> Grade 2 Poetry Reading Assessment-The City Grade 2 Poetry Reading Assessment- Rope Rhyme See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> Poetry Grade 2 Summative Assessment BAS (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> BAS (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> Reader to relay information to student. Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 2 Poetry Unit 	<ul style="list-style-type: none"> <i>Good Sports: Rhymes About Running Jumping, Throwing and More</i> by Jack Prelutsky Curious Creatures by Barry Louis Polisar <i>If You're Not Here, Please Raise Your Hand: Poems About School</i> by Kalli Dakos <i>Sharing the Seasons</i> by Lee Bennett Hopkins <i>Under the Sea</i> by Robin Cohen <i>The Hermit Crab</i> by Karen Smith <i>Rocking Chair</i> by Shelley Karlen <p>Share Texts</p> <ul style="list-style-type: none"> <i>Abigail Enough</i> <i>Imogene's Egg</i> <i>The Leaky Robot</i> <i>The Lost Sock</i> <i>The Most Valuable Treasure: A Norwegian Folktale</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> <i>Professional Article: Checklist for Student Reading of Poems</i> <p>Student Forms</p>
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- I can determine the rhyme scheme of poems to help me figure out words I don't know.

ML 2

Using What I Know

I can use my background knowledge to figure out new words in context.

ML 3

What I Know and See

- I can use schema and the content of a poem to help them make a good guess or get a sense about unfamiliar words.

ML 4

I Can Feel It!

- I can use clues to recognize the feelings inside a poem by looking at various literary devices and formatting techniques.

ML 5

I Got Rhythm

- I can determine how words and phrases create rhythm that brings meaning to a poem.

ML 6

Read It All

- I can read across several stanzas of a poem to determine the central idea or message that the poet is presenting to the readers.

ML 7

I Can See It

- I can sketch the images created by the descriptions in a poem.

ML 8

What a Collection!

- I can examine how reading several poems

- Base grade using anecdotal and observation notes.

- *What Do You See?*
- *Numbering of Poem*
- *Is That What You Mean?*
- *I Think It Means...*
- *Monitoring Meaning*
- *Pair of Poems*
- *Words I Learned From Reading Poems*
- *I Can Feel It*
- *Feeling Cards*
- *Read It All*

Digital Texts:

- *RAZ Kids*
- *Storyworks*

Classroom Library Materials

- Leveled libraries
- Reader's Notebooks
- Post-Its
- Book Baggies
- Graphic Organizers
- Highlighters
- Markers
- Colored Pencils
- Clipboards
- Chromebooks
- iPads
- Chart Paper
- Mentor texts, anthologies from the classroom or school library, or copies of poems from the

connected by a theme can help with understanding individual poems within a collection.

ML 9

Read It Aloud

- I can recognize that repeated readings and reading a poem aloud can heighten the my understanding of a poem.

ML 10

How Do I Feel?

- I can react to a poem using drawings, movements, and/or performances by thinking about how the poem makes me feel.

Poetry Shared Texts

Additional Materials

- The baseball poem from *good sports*, "When" from *sharing the seasons*, "dear trees" from *dear world*, and "Quokka" and "Dart Frog" from *Curious Creatures*
- Select one or two poems from the unit texts (optional for Reading/Writing Connections).
- "dear bird" and "dear turtle" from *dear world*
- "Summer," "August Heat," and "Boardwalk in Winter" from *sharing the seasons*
- A familiar chapter book to show the difference between stanzas and paragraphs.
- "dear car" and "dear stars" from *dear world*
- Poem about tug-of-war ("Spring") from *Guyku*

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| | | | <ul style="list-style-type: none">• "It's Gross to Kiss" (p. 7), "Hiding in the Bathroom" (p. 36), and "You Can Do Better" (p. 13) from <i>If You're Not Here, Please Raise Your Hand</i>• Select a poem from the mentor texts or other anthologies.• Poem about soccer (the second poem) and poem about swimming that begins, "Though I like to swim" from <i>good sports</i>• "dear snow" from <i>dear world</i>• "Boardwalk in Winter" (p. 60) from <i>sharing the seasons</i>• "Unau" and "Echidna" from <i>Curious Creatures</i>• "Budging Line-ups" (p. 30) and "I Left My Book in Hawaii" (p. 24) from <i>If You're Not Here, Please Raise Your Hand</i>• "dear bird" from <i>dear world</i>• "White Wings" (p. 16) from <i>sharing the seasons</i>• "Suddenly Green" (p. 10) and "After" (p. 42) from <i>sharing</i> |
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			<p><i>the seasons</i></p> <ul style="list-style-type: none"> • "Happy Hiccup to You" (p. 37) from <i>If You're Not Here, Please Raise Your Hand</i> • "Echidna," "Vicuña," and "The Fly" from <i>Curious Creatures</i> <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Foundations
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NJ Student Learning Standards (2016)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

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.

Craft and Structure

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.

Integrations of Knowledge and Ideas

RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the 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.

Range of Reading and Level of Text Complexity

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

INFORMATIONAL TEXT

Integration of Knowledge and Ideas

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.2.9: Compare and contrast the most important points presented by two texts on the same topic.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations 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 written texts read aloud or information presented orally or through 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.

Presentation of Knowledge and Ideas

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 STANDARDS

Conventions

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

Effective Language Use

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Usage

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

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

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

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

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

L.2.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WRITING STANDARDS

Text Types and Purposes

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.

NJSLS Technology Standards

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Interdisciplinary Connections and Activities

- Students research poems related to Science and Social Studies topics. Create a bulletin board or class book of the different poems.W.2.7, 8.1.2.D.1
- Have students gather poems from the mentor texts or anthologies from the class or school library. Have them read the poems independently and then practice a poem of their choice to share with the class. Students will write an opinion piece relating to the poem.W.2.1

21st Century Life and Careers**9.2 Career Awareness, Exploration, and Preparation**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level J and higher that address the same enduring understanding as the Grade 2 Poetry Unit of Study.</p> <p>Students research poems related to Science and Social Studies topics and share with the class or add to poetry bulletin board display.</p> <p>Students find a poem on the Internet or in their school or public library by one of the mentor text authors used in class. (Provide students</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p>	<p>.Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 2 Poetry Unit of Study.</p>

<p>with a list of the poets.)</p> <p>Students can choose a piece of music from home that reminds them of a particular poem. They can play the song for the class and then read the poem the music reminds them of and explain the connection between the two.</p> <p>Students find and put poems together to create their own collections of poems that are thematically linked.</p> <p>Students complete a Venn diagram for two different poems and then accompany the diagram with illustrations that reflect the similarities and differences.</p>	<p>Students reread simple poetry a number of times in order to practice and apply newly learned strategies about rhyme and word meaning.</p> <p>Point out vocabulary in illustrations.</p> <p>Have a variety of poems available at at various levels so students can visually comprehend what a poem looks like.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Poetry unit of study</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations.</p> <p>*Also See at Risk/504 Modifications</p>	<p>Text to speech/Oral reading</p> <p>Supply Students with Graphic Organizers: Use Second Grade graphic organizers from the Poetry Unit of Study with some of the information partially completed by the teacher, i.e. <i>Let's Compare</i></p> <p>Students should be permitted to demonstrate understanding of the Grade Two Poetry unit assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Poetry unit of study.</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade Two Poetry Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: <i>What We Notice About Poems, Monitoring Strategies to Use When Meaning Becomes Unclear, What We Notice About Poems, Rhyme Time Rules, Elements We Notice In Poems, Elements That Show Feelings, What's the Theme?</i></p> <p>The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>