SOMERS POINT

SCHOOL DISTRICT

the learning starts here!℠

Curriculum

English Language Arts

Grade Two

July 2017

Board Approved: August 2017

Table of Contents

SOMERS POINT SCHOOL DISTRICT

Board of Education:

Mr. Wes Kazmarck, President

Mr. Todd Fath, Vice President

Mrs. Karen Broomall

Mrs. Darcy Brown

Mr. John Conover

Mrs. Staci Endicott

Mr. Michael O'Brien

Mr. Michael Sweeder

Mr. Nicholas Wagner

Interim Superintendent of Schools

Dr. Thomas Baruffi

Secretary to the Superintendent:

Mrs. Mary Ann Duffey

Business Administrator/Board Secretary:

Ms. Suzanne Keller

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writer's Names: Patty Jensen, Joan Timmons, Robin Wolf-Smith

Supervisor of Curriculum: Kim Tucker

Secretarial Staff: Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs

Students are unique and reflect a wide range of diversity.

 - Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

All students will become empowered by developing their literacy abilities to their fullest potential.

 - Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

Learning is best enhanced when assessment informs and drives instruction.

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

Becoming literate is dependent upon strong links among home, school, and the community.

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

A note about English Language Arts Standards:

Reading

- The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: http://www.state.nj.us/education/cccs/2016/ela/

Big Idea: Taking Charge of Reading, Tackling Trouble, Assessment Based Small Group Work
Marking Period 1 -- Reading

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments

Readers train themselves to read a lot and for longer periods of time. Readers self reflect and use partner talk to help them understand the story. Readers tackle tricky parts of words to help them understand. Readers use illustrations to help them understand the text. **Vocabulary:** prediction, context clues, chunking, fluency, Just right book, Turn and talk	Why is reading important? Why is it important to be a strong and independent reader? Why do authors write fiction books? Why do I talk with my partner when I am finished reading or when I come to a tricky part? Why are goals important? How can I become a strong, independent reader? How can I push myself to set and meet goals? How can I recognize when something doesn't make sense, using what I know to problem-solve? How can my partner and I work together to set reading goals? **SE, ELL,BSI, GT Mods:** Leveled Readers Flexible Grouping Visual Cueing Minimize the amount of text on a page	Spell and decode 2nd Grade words Recognize and read grade-appropriate words Read with accuracy and fluency Use context clues Ask and answer questions such as who, what, where, when, why and how Use information gained from illustrations and words in print or digital text to demonstrate understanding Participate in collaborative conversations ***21st Century Skills*** ***CRP2*** *Apply appropriate academic and technical skills.* ***CRP8*** *Utilize critical thinking to make sense of problems and persevere in solving them.*	**RF.2.3**. Know and apply grade-level phonics and word analysis skills in decoding words. - Recognize and read grade-appropriate irregularly spelled words. **RF.2.4.** Read with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.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.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **SL.2.1a-c** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and large groups. **L 2.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Required Benchmark Assessments:** Running records Beginning of Year ELA Benchmark **Suggested Resources:** **Leveled readers** **Read Alouds:** Arthur Frog and Toad Doctor DeSoto Amazing Grace Wilson Sat Alone Books from a Series: Henry and Mudge, Horrible Harry, Magic Tree House Books with developed characters: When Sophie Gets Angry, Oliver Button Is A Sissy

Big Idea: Taking Charge of Reading, Tackling Trouble, Assessment Based Small Group Work   **Marking Period 1 -- Reading**

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments
Readers can use information gained from illustrations and words. Readers can ask questions demonstrate understanding of a text. Readers will work with partners to discuss topics and texts. Readers will go back and reread **Vocabulary:** Partner Read Compare Contrast Patterns Problem Solution Dialogue	How do readers get to know their characters wants and troubles? How do readers think about character traits and feelings? How can I use my own experiences to connect and understand a character's problems and solutions? How do readers find deeper meanings in texts? How do I take turns when discussing texts? How do I participate appropriately in a group conversation? **SE, ELL, BSI, GT Mods:** Small group instruction Levelled Readers Listen to audio Recordings Front Loading	Demonstrate understanding of characters, setting or plot. Describe how characters in a story respond to major events and challenges. Ask and answer such questions as who, what, where, when, why, and how Participate in collaborative conversations Ask and answer questions about what a speakers says Use language correctly when writing, speaking, reading, or listening Acknowledge differences in the points of view of the characters *21st Century Skills* *CRP2 Apply appropriate academic and technical skills.* *CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.*	**R.L. 2.7** Use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot. **R.L. 2.3** Describe how characters in a story respond to major events and challenges. **R.L. 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **S.L. 2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **S.L. 2.3** Ask and answer questions about what a speakers says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **L.2.3** Use knowledge of knowledge and its conventions when writing, speaking, reading, or listening **R.L2.6** Acknowledge differences in the points of view of the characters , including by speaking in a different voice for each character when reading dialogue aloud	**Required Benchmark Assessments:** Bi-weekly comprehension quiz Running records **Suggested Resources:** Decodable Books Retelling Cards Venn Diagram Chrysanthemum Fundations

Big Idea: Authors as Mentors & Writing and Revising Realistic Fiction

Writing - Marking Period 1

Enduring Understandings	Essential Questions	Skills/*21st Century*	CCSS Standards	Assessments
Writers have routines and procedures to follow in a workshop setting and with their writing partnerships. Writers think about a topic, rehearse it, sketch their ideas and then write as a strategy for their narrative writing. Writers need to edit their writing for capitalization, punctuation, and spelling. Writers have various planning strategies for drafting our small moment writing. Writers have various ways we let our mentor author influence our own work to make our stories better. Writers have various revision strategies they can apply from other writing teachers in class.	What is Writer's Workshop? What are habits that good writers use when writing personal narratives? What are the routines, procedures, and expectations of writing workshop and working with our partnerships? How do writers rehearse and draft lots of stories under the influence of one mentor author? How do writers take the strategies of one mentor author and try their craft in their own writing? What are some powerful revision techniques writers use to revise?	Write a true story. Think of something that we do, get a picture in our mind, and draw the story of what we did on our paper. Then, we write that story! That is—we think, we draw, we write (Launching the Writing Workshop, p. 2). Writers keep working on writing for the whole time during writing workshop (Launching the Writing Workshop, p.13). We learn from a writer, we start by thinking, "How did this writer probably get the idea to write this story?" We put ourselves in the shoes of the author and look at them not only for what they have written, but for how they have written it. Writers are influenced by the work of a mentor to see how the author makes his or her story as good as possible. By doing so, we can get new ideas for ways to make our stories even better. We read some of the mentor text, think about and notice what the author is	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 by revising and editing. L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L. 2.4a-e Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	**Required Benchmark Assessments:** Conferring notes Make a checklist using the "essential mini-lessons" for measurable skills. Student Writing Portfolio with revisions **Professional Resources:** Teachers College Writing Curricular Calendar, Second Grade, 2011-2012, Unit 1 Teachers College Writing Curricular Calendar, Second Grade, 2010-2011, Unit 1 The Art of Teaching Writing, by Lucy Calkins (Section 1) https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf A Guide to the Writing Workshop, by Lucy Calkins Launching the Writing Workshop, by Lucy Calkins

		doing, and then think about how we could try that out in our own writing

Writers study mentor authors very carefully. We notice not only places of strong emotion, but the craft moves we see the writer doing and try them out for ourselves. | | https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf |
| Writers draw on everything they know to write fiction stories.

Planning writing is important to success.

Writers incorporate details to help their reader take in the story with their senses.

Writers write with a purpose in mind.

Writers use experiences to support their writing.

Writers use organizing strategies and routines.

Vocabulary:

Senses

Details

Draft

Revise | What is fiction?

Where do writers get ideas for realistic fiction?

How do writers create an interesting story?

How do writers choose a topic to write about?

How is the writing process helpful when writing a realistic fiction?

SE, ELL, BSI, GT Mods.:

Small Group Instruction

Adapted Checklist/Rubric

Word Bank

Scribing | Writers get stronger because we have many ways to revise our writing. One way of revising our work is to physically cut and move or delete sections of our booklets to change our story around.

21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Add adjectives using a thesaurus.

Build details to support topics.

Brainstorming/list ideas to write about a realistic event.

Organize sketches and jottings to hold ideas.

Analyze story ideas that will evoke emotions from readers. (SP) | **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 by revising and editing.

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

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

Picture Prompt

Student self-assessment with student rubric and editing checklist

Student artifacts |

Edit Publish	Effective Modeling Actively engage learners in their own learning Help students organize information (organizer, chart)	Create a plan for your story. Formulate a draft. Revise your draft. Editing Create a published piece. Collaborate with a person on our piece. (SP) **21st Century Themes (as applies to content area):** *CRP4 Communicate clearly and effectively and with reason.* *CRP6 Demonstrate creativity and innovation.* *Reflect critically on learning experiences.* *Make judgements and decisions about their writing.* *Think creatively using a wide range of creation techniques such as brainstorming.*		**Suggested Resources:** TCRWP Units of Study Books (Narratives) from an author of your choice such as: Big Bushy Mustache Nate the Great Henry and Mudge Revision tools Tiny topic notepads Strips/flaps Colored pencils booklets

Big Idea: Characters Face Bigger Challenges -- and So Do Readers & Reading Nonfiction, Reading the World

Marking Period 2 -- Reading

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments
Readers can get to know the characters wants and troubles by tracking them through our books.	How do readers get to know their characters wants and troubles?	Demonstrate understanding of characters, setting or plot.	**R.L. 2.7** Use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot.	**Required Benchmark Assessments:** Bi-weekly comprehension quiz
Readers think about the character's traits and examples from the story to prove that a character is acting a certain way.	How do readers think about character traits and feelings?	Describe how characters in a story respond to major events and challenges.	**R.L. 2.3** Describe how characters in a story respond to major events and challenges.	Running records
Readers can tell about a character's problem.	How can I use my own experiences to connect and understand a character's problems and solutions?	Ask and answer such questions as who, what, where, when, why, and how	**R.L. 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Suggested Resources:**
Readers can describe how a character responds to major events and challenges.		Participate in collaborative conversations		Storytown Leveled Readers
	How do readers find deeper meanings in texts?		**S.L. 2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Decodable Books Retelling Cards
Readers can compare and contrast characters from different stories.		Ask and answer questions about what a speakers says		Venn Diagram Chrysanthemum
	How do I take turns when discussing texts?			Fundations
Readers can ask questions demonstrate understanding of a text.	How do I participate appropriately in a group conversation?	Use language correctly when writing, speaking, reading, or listening	**S.L. 2.3** Ask and answer questions about what a speakers says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Readers will work with partners to discuss topics and texts.	**SE, ELL, BSI, GT Mods:**	Acknowledge differences in the points of view of the characters		
Vocabulary:	Small group instruction	**21st Century Skills** **CRP2** *Apply appropriate academic and technical skills.*	**L.2.3** Use knowledge of knowledge and its conventions when writing, speaking, reading, or listening	Required Benchmark Assessments: Cold and warm reading
Partner Read Compare	Levelled Readers			Comprehension

Contrast Patterns Problem Solution Dialogue	Listen to audio Recordings Front Loading	**CRP8** *Utilize critical thinking to make sense of problems and persevere in solving them.*	**R.L2.6** Acknowledge differences in the points of view of the characters , including by speaking in a different voice for each character when reading dialogue aloud	quizzes High frequency word cloze activities and quizzes MId-Year Benchmark
Readers of nonfiction texts read in order to gain knowledge and understanding from the authors of those texts. There are many ways readers read nonfiction to become smarter about our world.	Why is reading nonfiction important? How do nonfiction readers read to become smarter about our world? How do nonfiction readers accumulate information by seeing more than just the text on the page?	Know and apply 2nd grade phonics and word analysis skills in decoding words. Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words to support comprehension. RF2.4 Read with sufficient accuracy and fluency	Suggested Resources: Storytown Leveled Readers Decodable Books Retelling Cards Venn Diagram Nonfiction Social Studies and Science texts based on interests and 2nd grade skills
Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners, and use post-its.	How can all of the pictures and pages of nonfiction books teach me about a topic?	Determine the meaning of words and phrases Ask and answer questions such as who, what, where, when, why and how	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area RL.2.1 Ask and answer questions such as who, what, where, when why and how to demonstrate understanding of key details in a text	
Readers gain knowledge and become knowledgeable about a topic when reading nonfiction texts.	How do nonfiction readers tackle tricky words in their books?	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures	R.I 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner.	How do nonfiction readers read more than one book about a topic to compare and contrast?	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information	RI.2.5 Know and use various text features (eg. captions, bold print, subheadings, etc.) to locate key facts or information in a text efficiently.	
There are ways readers read books across a topic to understand their	How can I read nonfiction books well enough that they turn me into	Explain how specific images contribute to clarify a text.	RI2.7 Explain how specific images (eg a diagram) contribute to	

subject or compare and contrast. After reading nonfiction texts, that reader can teach that topic to others. **Vocabulary:** **Nonfiction** Text features (glossary, index, table of contents, captions, timelines) Graphic organizer Patterns Critique	an expert on my topic? SE, ELL, BSI, GT Mods: Small group instruction Independent work Leveled readers Use adapted and/or modified text	Compare and contrast two texts on the same topic. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Read and comprehend informational texts 21st Century Skills CRP2 Apply appropriate academic and technical skills. CRP7 Employ valid and reliable research strategies. Collaborate with diverse partners to discuss a variety of nonfiction texts.	clarify a text. RI2.9 Compare and contrast the most important points presented by two texts on the same topic. RI2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.	

Big Idea: Writing Gripping Stories with Meaning & Significance, Launching with Nonfiction-Expert Projects Informational Writing

Writing- Marking Period 2

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments
Writers set goals for their writing and have strategies to keep them writing long and strong. Fiction writers create tension in their writing to keep their readers interested. Writers use a variety of revision strategies to make their writing better. Writers develop critical thinking skills and strategies to build vocabulary, comprehend text, and refine writing. **Vocabulary:** fiction jotting sketching tension visualize details lesson/moral elaborate dialogue revise edit Publish	How do fiction writers write with volume? How do we write a story that is gripping to our readers? How do writers revise to make their stories better? **SE, ELL, BSI, GT Mods:** Small Group Instruction Adapted Checklist/Rubric Word Bank Scribing Increased prompts or cues/graphic organizers Effective modelling	Write a narrative -recount a well-elaborated event or short sequence of events -include details -use temporal words Describe actions, thoughts and feelings Use temporal words to signal event order and provide a sense of closure Strengthen writing as needed by revising and editing Beginning introduces the story and the ending concludes the action Use a variety of digital tools to produce and publish writing Demonstrate appropriate grammar and usage Produce complete sentences	**W2.3** 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. **W2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **RL.2.5**: Describe the overall structure of a grade-appropriate story, including how the beginning introduces the story, middle (identify climax or problem), and the ending concludes the action. **SL.2.4**: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**Required Benchmark Assessment** On demand writing Student self-check rubric **Suggested Resources:** Smartboard Visual Graphic Organizer Assorted Paper Sample Work Writer's Companion Dictionary https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf

		Use details and describing words	**L2.1** Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking	
Writers gather information about their topic through a variety of Ways.		***21st Century Skills***		
They need strategies to revise for elaboration		***CRP4*** *Communicate clearly and effectively and with reason.* ***CRP6*** *Demonstrate creativity and innovation.*	**L2.2** Demonstrate command of the conventions of standard English capitalization/punctuation.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
They can work with partners to get ideas for information that would be helpful				
It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.	What are ways to present all that I know about a topic?			**Required Benchmark Assessment** On demand writing Student self-check rubric
They grow knowledge by thinking like scientists.	How do I become an expert in my area of study?	Scientists record as much information as we can while we are observing and studying our topics.	W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**Suggested Resources:** Smartboard Visual Graphic Organizer
Vocabulary: write demonstrate read speak listen engage develop plan editing revising proofreading feedback organize	What kinds of writing can be included in my presentation on one topic?	Draw detailed precise illustrations and label using precise vocabulary. Add captions to explain our work. Scientists can use specific tools to help us write and collect information.	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.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Assorted Paper Sample Work Writer's Companion Dictionary https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf
		Use book talk charts to grow different kinds of ideas in	SL.2.1: Participate in collaborative conversations with diverse partners	

		science. Get iideas for our writing from the chart and use the prompt to lead us to an idea. We record and grow ideas about our topics and we can also create questions that we want to pursue. **21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills	about grade 2 topics and texts with peers and adults in small and larger groups.	

Big Idea: Series Reading and Cross-Genre Reading Clubs & Non-Fiction Reading Clubs

Reading - Marking Period 3

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments
There are many things to notice while reading our series books and they are often marked with a post-it. Readers wonder about new topics while reading series books and use many ways to research or find information about those topics. Readers talk and share ideas in their clubs about their series books to push their thinking. Readers will notice patterns within a series that will help them connect words and themes across different books from that series. Readers can be surprised now and then on how their story ends or their characters behave because stories are not always predictable. Readers talk and share ideas in groups about their series to push their thinking. **Vocabulary:** Prediction	How do readers figure out how a series goes, noticing patterns and predicting what will happen? How does reading within a book series help readers comprehend more deeply? How do readers grow smart ideas across different series? How does reading within a book series help readers read with more fluency? How can readers develop strategies to get them ready for book discussions with their classmates? What patterns or big ideas are discovered for readers when reading across a book series?	Describe the characters in a story Describe the overall structure of a story Read and comprehend literature Spell 2nd Grade words Read with accuracy and fluency Acknowledge differences in the points of view of characters Recount or describe key ideas or details. Ask and answer questions about what a speaker says Use appropriate 2nd Grade language ***21st Century Skills*** ***CRP2*** *Apply appropriate*	**R.L. 2.3**. Describe how characters in a story respond to major events and challenges. **R.L.2.5**. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **R.L.2.10.** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **R.F.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words. **R.F.2.4**. Read with sufficient accuracy and fluency to support comprehension. **R.L. 2.6**. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading a dialogue aloud. **S.L.2.2.** Recount or describe key ideas or details from a text read-aloud or information	**Required Benchmark Assessments:** Warm and cold comprehension quizzes Warm and cold fluency reads High frequency words cloze activities **Suggested Resources:** Leveled Readers Decodable Books Retelling Cards Venn Diagram

	SE, ELL, BSI, GT Mods:	academic and technical skills.	presented orally or through other media.	
Series Graphic organizer Patterns Critique		**CRP8** *Utilize critical thinking to make sense of problems and persevere in solving them.*	**S.L.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.	
	Flexible Group Instruction Independent work Leveled readers Extended Time			
Readers come to nonfiction book clubs prepared to talk about their topics. One way we can do this is to really listen to the text.	Assign a peer buddy Tests read by teacher Audio Tapes			
Readers read with explaining voices ...nonfiction readers, actually explain the text to themselves, pausing after a few words to explain whatever they've read, using our own words.			**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).	**Required Benchmark Assessments:** Running records Anecdotal Notes Conferencing
Readers come to our clubs prepared to talk about the main ideas of our topic.	How do nonfiction readers become stronger thinkers with their clubs?	Identify the main topic of a paragraph		
Club members don't just 'read' their information to each other. They explain and discuss it. Careful nonfiction readers always try to put what we've read into their own words.	How do readers have their own ideas about a topic and not just what a text has taught us?	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures		**Suggested Resources:** Non-fiction book baskets Venn Diagram Levelled readers
Vocabulary: compare contrast main idea non-fiction text features topic	How do nonfiction clubs compare and contrast information about their topics?	Determine the meaning of words and phrases Identify the main purpose of a text Describe how reasons support	RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI2.3 Describe the connection between a series of historical events,	Internet Mentor Texts (ex. Texts from science kits, Gail Gibbons, Seymour Simon)

science language or expert words turn and talk		specific points the author makes Compare and contrast two texts on the same topic. Read at a second grade level with help if needed ***21st Century Skills*** **CRP2** *Apply appropriate academic and technical skills.* **CRP7** *Employ valid and reliable research strategies.*	scientific ideas or concepts, or steps in technical procedures in a text. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI2.8 Describe how reasons support specific points the author makes in a text. RI2.9 Compare and contrast the most important points presented by two texts on the same topic. RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Big Idea: Opinion Writing / Persuasive Review & Using Non-fiction Texts as Mentors to Support Non-Fiction Writing

Writing - Marking Period 3

Enduring Understandings	Essential Questions	Skills/*21st Century*	CCSS Standards	Assessments
There are issues in our lives that we have opinions about	How do writers share their ideas with others?	Write an opinion piece -use an introduction -state an opinion -supply reasons to support the opinion -use linking words -provide a concluding statement or section. Write informative/explanatory texts -introduce a topic -use facts and definitions -provide a concluding statement or section. Use a variety of digital tools to produce and publish 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 concluding statement or section.	**Required Benchmark** Final draft/published piece Student self-assessment with student rubric and editing checklist Student artifacts
There are many ways to persuade our audience	How do writers persuade their audience?			
Writers write letters or make speeches to express their ideas	How is the writing process helpful when writing a persuasive piece?			**Suggested Resources:** Anchor charts
Writers can write to persuade using supporting details	How do writers communicate their ideas in writing?		**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Revision tools Tiny topic notepads Persuasive articles Dictionaries
Writers use organizing strategies and routines.	How do writers choose a side to write about?			Bilingual dictionaries
Writers write with a purpose in mind.			**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.	Language learner and electronic translators Graphic Organizers
	SE, ELL, BSI, GT Mods:	Use appropriate 2nd Grade grammar Produce complete sentences		
Vocabulary:	Small Group Instruction			
Persuade	Adapted Checklist/Rubric			
Opinion				
Argument	Word Bank	***21st Century Skills***		
Brainstorm	Scribing	***CRP4*** *Communicate clearly and effectively and with reason.*	**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Draft				
Revise		***CRP6*** *Demonstrate creativity and innovation.*		
Edit				**Required Benchmark**
Publish	How can I use everything I know from studying how other authors write informational books			Final draft/published piece
Academic/information al writing serves one			**S.L.2.6** Produce complete sentences	

of three purposes: o To increase a reader's knowledge of a subject, o To help a reader better understand a procedure or process, or o To provide a reader with an enhanced comprehension of a concept. • A topic must be supported using relevant facts, definitions, details, quotations, or other information and examples, including personal experiences. • Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward. **VOCABULARY** Preface, Appendix, Table of Contents, Headings and sub-headings, Captions, Focus, Compare and contrast, Similarities and differences, expertise, artifacts	to learn to write informational books that are well organized and informative and lively? How can I bring the important information I already know about a topic and also information I learn by studying my topic into my writing so not only my reader learns a lot, but I do, too? **SE, ELL, BSI, GT Mods:** Small Group Instruction Adapted Checklist/Rubric Word Bank Scribing	When asked to produce an informational or —all aboutǁ or —teachingǁ text, the writer appears to choose a topic he or she knows and also cares about, and to approach the task intending to teach important and/or interesting information, ideas, and opinions about the topic. The writer seems to use page divisions (or something similar) as a way to divide his or her larger topic into subtopics, with each subtopic addressed in a different chapter/page/part The writer sometimes links bits of elaboration (facts, examples, descriptions) with simple transition words such as: also, and, but, or then. The writer writes an introductory sentence or two. It probably seems that the writer is using this introductory part of the text to hook the reader, often raising a question, sharing an especially interesting fact, or speaking directly to the reader.	when appropriate to task and situation in order to provide requested detail or clarification. **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing 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). **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Student self-assessment with student rubric and editing checklist Student artifacts **Suggested Resources:** Anchor charts Revision tools Tiny topic notepads Persuasive articles Dictionaries Bilingual dictionaries Language learner and electronic translators Graphic Organizers Books: Just right books, mentor texts, short informational texts Text: Earthworms by Claire Llewellyn Text: Bugs! Bugs! Bugs! by Jennifer Dussling Text: Surprising Sharks by Nicola Davie Website: infoquest.com Website: billnye.com Website: scholastic.com/magic schoolbus https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf

		The writer includes an ending sentence or two. This ending probably conveys an effort to wrap up or to connect with readers.	**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
		The writer is apt to incorporate a few nonfiction features into his or her text such as a Table of Contents or headings, captions, labeled drawings, or a glossary	**S.L.2.2**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
		The writer includes details (perhaps only in the picture) that seem to be included so as to help readers picture the topic or understand the subject, or to answer their questions. There may be evidence that the writer also attempts to engage readers by using a conversational tone and authorial asides.	**S.L.2.6**Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
		The writer has included relevant information drawn from outside sources such as books, visits, discussions, or media. This includes domain-specific vocabulary. This information is often undigested.		
		21st Century Skills *CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.*		

Big Idea: Reading and Role Playing: Fictions, Folktales, and Fairy Tales & Poetry

Reading - 4th Marking Period

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments
Readers step into the characters' shoes thinking as we read.

Readers think about what's happening to the character and how the character feels to match their voices to the story

Readers can differentiate between when the narrator is speaking and when the character is speaking.

Readers know that they have to change their voices not only when they are a character, but also when they are the narrator.

There are many ways readers get to know their characters better- we discover predictable roles they play: understanding the villain, hero, and everyone in between.

Characters in books, like people in real life, don't act one way all of the time. Characters change. Readers do this by asking "Does this part go along with | How do readers become actors too?

How do readers direct themselves and club mates?

How do readers get to know their characters better?

How do readers recognize the morals, lessons, and author's purpose that stories convey?

How can readers live our lives differently because of what we and the characters have learned?

How can my reading club work together to consider the lessons characters learn and to compare how different authors explore similar morals in sometimes very different ways?

How can readers learn lessons or the moral of a tale or story?

SE, ELL, BSI, GT Mods:

Small Group Instruction

Independent Work | Describe the overall structure of a story

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of a story

Participate in collaborative conversations with diverse partners

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

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Know spelling-sound correspondences for additional common vowel teams.

Decode regularly spelled two-syllable words with long vowels. q Decode words with common prefixes and suffixes

Decode two-syllable words following basic Identify words with | RF2.4 a-c Read with sufficient accuracy and fluency to support comprehension.
RL2.1   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, lesson, or moral.
RL2.3   Describe how characters in a story respond to major events and challenges.
RL2.6   Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL2.7   Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL2.9   Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | **Required Benchmark Assessments:**

Warm and Cold comprehension checks

Fluency passages

Suggested Resources:

Leveled readers

Read Alouds:

Cinderella, Little Mermaid, Goldilocks, Jack and the Beanstalk, The Three Little Pigs, Little Red Riding Hood, Cinder Edna, Cinder-Elly, Prince Cinders, I Love My New Toy, The Paper Bag Princess, Mirror Mirror, Fables by Arnold Lobel, Sleeping Beauty, The True Story of the Three Little Pigs, Don't Let the Pigeon Stay Up Late, Little Bill Books

Required Benchmark Assessments:

Warm and Cold comprehension checks

Fluency passages

Suggested Resources:

Leveled readers |

what I think about my character?" As readers these tales are often written to convey morals or teach a lesson. Readers learn lessons from the books they read. One way they can do this is by noticing a character's trouble and avoiding that trouble in their own lives or taking note of how the character is successful and using it to guide their own behavior." **Vocabulary** Fairy Tales, fables, folk tale, modern stories, characters, feelings, traits, nuances, theories, patterns of behavior, compare and contrast, expression, enthusiasm, roles, visualize, narrator, director, actor, evidence, critique, dramatize, analyze, villain, hero, side kick, wise adviser, trickster, moral, lesson, connection Readers understand that authors have a unique form. Readers can describe characteristics of various forms of poetry. Students can provide evidence from the poem to support their understanding.	Leveled Readers How do readers observe and understand an author's style? How do readers determine the type of poetry? How do I use words and phrases to gain meaning? How do authors use different print to raise questions and influence our thinking? How do readers construct meaning as they are reading? How can I recognize when something doesn't make sense, using what I know to problem-solve? **SE, ELL, BSI, GT Mods:** Small Group Instruction Independent Work Leveled Readers Read to student Use enrichment clusters	inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. Read with sufficient accuracy and fluency to support comprehension. ***21st Century Skills****: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills* Describe how words and phrases supply rhythm and meaning in a story, poem or song. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding Read and comprehend literature at a 2nd Grade level with help if needed Spell and decode 2nd Grade words	RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **R.L.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. **R.L. 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. **R.L.2.10.** By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **R.F. 2.3a-f** Know and apply grade level phonics and word analysis skills in decoding words.	Read Alouds: Shel Silverstein Robert Louis Stevenson Jack Prelutsky Shared Reading: Doodle Dandies, Poems That Take Shape Reading A-Z Poems/Songs Taped poems Vocabulary files

Readers can identify language that creates a picture in your mind. Readers use phrasing and/or rhythm to comprehend poetry. **Vocabulary:** Alliteration Rhythm/rhyme/beats phrasing Haiku Diamante Cinquain prediction context clues Chunking fluency Turn and talk		***21st Century Skills*** ***CRP2*** *Apply appropriate academic and technical skills.* ***CRP8*** *Utilize critical thinking to make sense of problems and persevere in solving them.*		

Big Idea: Writing Adaptations of Familiar Fairy Tales and Folk Tales & Powerful Thoughts in Tiny Packages

Writing - Marking Period 4

Enduring Understandings	Essential Questions	Skills	CCSS Standards	Assessments
As writers many adaptations can be written for a fairy tale as they reread and think about the text r there are many common elements that occur over various fairy tales As writers they need lift the level of their writing by carefully revising and elaborating their story to create tension, convey meaning and consider different possibilities. As writers reading fairy tales they can begin to craft their own version using some of the same elements their mentor authors used. **Vocabulary:** Informative Factual Nonfiction Brainstorm Draft Revise Task Card/ Rubric Edit	What are the reoccurring elements of a fariytale? What are key elements of fairy tales writers us as they revise and elaborate their writing? **SE, ELL, BSI, GT Mods:** Small Group Instruction Adapted Checklist/Rubric Word Bank Scribing Increased prompts or cues/graphic organizers Effective modelling How do writers write with precision and description? SE, ELL, BSI, GT Mods: Small Group Instruction Adapted Checklist/Rubric Word Bank Scribing Increased	Writers read many different adaptations of fairy tales and we **notice** that each author has given the story their own spin. Some authors changed the characters—turning girls to boys or people to animals. Others have changed the setting—moving the story from a kingdom far away to the middle of a big city. Writers think, 'What would I like to change?' and 'How will the change affect all the parts of my story?' Writers plan out their stories, either in a booklet or storyboard. Writers revise their plans or plan another adaptation, then another, playing with different ideas before we get started in writing. As we revise our plans, we think 'Where exactly will my story begin?' and 'What will my character be saying and doing?' so that we can begin our stories close to the main action.	**W2.3** 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. **W2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **L2.1** Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking **L2.2** Demonstrate command of the conventions of standard English capitalization/punctuation. W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support	**Required Benchmark** Final draft/published piece Student self-assessment with student rubric and editing checklist Student artifacts **Suggested Resources:** Anchor charts Revision tools Persuasive articles Modified textbooks Highlight text/materials https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf **Required Benchmark** Final draft/published piece Student self-assessment with

Publish **Unit:** **Powerful Thoughts in Tiny Packages** Writers use all they know about writing to write poems. Writers use precise words, phrases, and line breaks to create images in poems **Vocabulary:** poetry craft structure reading-writing connections line breaks Tone rhythm comparisons brainstorm draft revise task Card/ Rubric edit publish	prompts or cues/graphic organizers Effective modelling	Writers need to use everything they know from small moments and realistic fiction, including to show-not-tell as well write our story. Writers use action, dialogue and internal thoughts. Writers notice the things that fairytale authors do and pay close attention to the language they use to write. Writers notice how the stories often begin with "Once upon a time…" and when another scene begins, authors use words like "But then one day" or "Not long after that…" Writers revise, remembering to stretch out the problem and build tension—use lots of action, dialogue and show-not-tell to keep the reader nervous and on the edge of her seat. ***21st Century Skills*** **CRP4** *Communicate clearly and effectively and with reason.* **CRP6** *Demonstrate creativity and innovation.* When writing Small Moments we turned these moments into stories, as poets, we can turn these moments into poems. We can get ideas is to look back at our Tiny Topic notepads and	the opinion, use linking words, (because, and, also), to connect opinion and reasons, and provide a concluding statement or section. W2.3 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. W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. L2.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking L2.2 Demonstrate command of the conventions of standard English capitalization/punctuation.	student rubric and editing checklist Student artifacts **Suggested Resources:** Anchor charts Revision tools Persuasive articles Modified textbooks Highlight text/materials https://www.summit.k12.nj.us/uploaded/ADMINISTRATION_my_upload/common_core/new_upload/h_upload/Gr_2_Writing.pdf

		see if any of our ideas for stories can be turned into poems. Poets get ideas for the topics of their poems by looking at ordinary things in the world and see them in different, fresh and unusual ways (Poetry: Powerful Thoughts in Tiny Packages, pg. 1) .We can do this too. Writers sometimes find the ingredients for our poems by listing what that meaningful something looks like, feels like, sounds like, smells like, or tastes like When poets write, they read and reread their poems until they sound just right. They pay attention to what the words are saying and make their voices match the feelings behind the words. If they need to, they fix up the words, taking some words out, adding other words in, changing parts so that the words sound just right. (Poetry: Powerful Thoughts in Tiny Packages, pg. 21) **21st Century Skills** CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.		