

Nishuane News

Language Arts

Grade 2

Students will work on publishing a newspaper to be distributed at the end of the cycle. In this paper, the students will focus on the standards for writing, reading, and math. Students will conduct interviews and research, collect data, and write reviews and articles about school happenings.

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Nishuane News

Marking Period or Trimester: One Trimester

Pacing: 8 weeks

NJSLS

Anchor Standards

Writing - NJSLSA.W2, NJSLSA.W5, NJSLSA.W6, NJSLSA.W7

Strand 1: Writing - Text Types and Purposes W.2.2; Production and Distribution of Writing W.2.5, W.2.6; Research to Build and Present Knowledge W.2.7

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Week 1	A reporter gathers information to write and communicate the news.	Why do people read newspapers?	Newspapers communicate news and events to and about a community.
Weeks 2-4	Learning about each other helps to build a community.	What can you learn from an interview?	Members of a community are curious about each other.
Weeks 4-6	A news article teaches about a topic and engages the reader.	How do reporters write interesting articles?	Writers use various strategies to communicate messages to readers.
Weeks 7-8	A data set can be represented as a graph.	How do graphs and data create a picture for the reader?	Text features can be used to highlight and efficiently show information.

Evidence of Learning

Students will write articles based on researched topics and information from interviews. Students will depict data gathered from surveys, on graphs and draw conclusions about what is being shown. Students will use key text features of newspaper articles in writing.

Activities

Discuss parts of a newspaper. Self-select jobs with research and interview groups. Brainstorm and select research topics, candidates to interview and places/things to review and survey topics. Determine interview and research questions. Conduct interviews, research on select topics and surveys. Draft articles. Proofread and edit articles. Choose images to accompany articles. Determine newspaper layout.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

