



Springfield Public Schools **Springfield, New Jersey 07081**

English Language Arts **Grade 2**

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'M. Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:
Candice Schiano- Supervisor of Humanities

Kari Cifelli- Teacher

Kendra Kinney- Teacher



Unit Overview Template

Content Area:	ELA	Grade Level:	2	Unit Title:	You Are Here
Unit Summary: Students will have the ability to discuss the unit theme, You Are Here, and will show their understanding of the theme through cross-curricular activities.					
Primary Interdisciplinary Connections: Social Studies/Science					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will help students explore different places that affect us. They will learn about their community and how they can improve their neighborhoods. They will also understand how new places can help them change and grow over time.					
Career Readiness (Standard 9): 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CT.3: Use a variety of types of thinking to solve problems					

Learning Targets

Standards: New Jersey Student Learning Standards, Technology and World Language, SEL	
Content Statements: Key ideas and details, Character and setting	
CPI#:	Cumulative Progress Indicator (CPI):
L.WF.2.3.A	With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
W.AW.2.1.A	Introducing an opinion.
L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity
L.WF.2.2. A	Demonstrate command of the conventions of encoding and spelling.
RI.CR.2.1.	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2.	Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.



SL.ES.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.AS.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
7.1.NL.IPRET. 4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

Unit Essential Questions:

- What can we understand about a place when we look at it closely?
- How can people improve their neighborhoods?
- How does living in a community help people?
- How do different places make us feel?
- How can a new place help us change and grow?

Unit Enduring Understandings:

- You can understand a lot about a place when looking at it closely. For example, the stars in the city sky compared to the country sky.
- People can improve their neighborhoods by working together, getting to know their neighbors and taking care of their community.
- Different community helpers affect our lives differently.
- Different locations make you feel differently. A city can make people feel busy and rushed,

Unit Learning Targets:

Students will....

- Describe and understand characters and setting
- Ask and answer questions
- Identify main idea
- Understand plot elements
- Monitor comprehension
- Use text evidence
- Make and confirm predictions



Evidence of Learning

Summative Assessment: Unit 1 assessment, Project-Based Inquiry

Equipment Needed: student iPads

Teacher Resources: Unit 1 resources

Formative Assessments:

- Daily exit tickets
- Daily formative assessments based on reading and writing skills
- Student interactive book pages
- Selection quiz
- Cold read for fluency and comprehension
- Weekly standard practice
- Weekly progress check-up



Lesson Plans

Lesson	Time Frame
Lesson 1 Main Idea	40 minutes/day
Lesson 2 Long and short vowels	40 minutes/day
Lesson 3 Affixes	40 minutes/day

Teacher Notes:

In this unit, students will discuss, practice, and demonstrate what they learn from how different places affect us.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[SavvasRealize.com](https://www.savvasrealize.com)



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Main Idea Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Promethean, online teacher resources

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to identify and describe the main idea of a nonfiction text using section headings and text features	Lesson Sequence - Teacher Led Introduction: Teacher will discuss the importance of the structure of informational text such as the main idea of a paragraph or section. Teachers will model how the title, heading, words, pictures and topic sentences can help to understand the main idea in the Places We Go read aloud. - Teacher/Student Guided Practice: Teacher will have students turn to the close reading passage on page 102 in the student interactive. Teacher will think out loud how to look at the	- Exit Ticket - Student interactive pages - Teacher observations



	text closely, read the heading, title and topic sentence to try and identify the main idea. Teacher will ask students to identify the main idea. Students will review page 111 and underline text that tells them the main idea of paragraphs 13 and 14. Student Independent Practice: Students will annotate text on pages 102-103 in their student interactive book. They will complete the chart on page 123. 3. Students will complete the exit ticket.	
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Differentiation:

BL: Skill group on page T182

AL: Independent weekly activity options

Resources Provided:

- Student interactive book
- Teacher Manual
- Digital Practice
- myFocus intervention book



Lesson Plan 2 Template			
Content Area:	ELA	Lesson Title:	Long & Short Vowels
		Time Frame:	40 minutes/1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: Social Studies, Science			
Integration of Technology: Digital Phonics Practice			
Equipment Needed: iPads, teacher laptop, online resources, Promethean board			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Distinguish between long and short vowels sounds in one-syllable and multi-syllable words - Decode words with short, long or variant vowels - Identify and read high frequency words	Lesson Sequence 1. Teacher Led Introduction: Discuss with students that today they will identify short and long vowel sounds. Students will look at the first two pictures on page 14 in the student interactive. Together name each picture and listen for the sound in the middle of the word. Choose a student to say which picture has the long vowel sound in the middle and which one has the short vowel sound in the middle.	- Student interactive pages - Teacher Observations



	2. Teacher/Student Guided Practice: Teacher will say big/bite and students will repeat the word that has the short vowel sound in the middle. Teacher will repeat with lap/tape, net/neat, rope/not, huge/hum. Teacher will then repeat the same activity but with long vowel words (gateway/picnic, sailboat/napkin, sandbox/rainbow) and multi-syllabic words (pathway, cupcake, lightbulb, homerun). 3. Student Independent Practice: Students complete pages 14-15 in their student interactive book. 4. Students will complete the exit slip.	
Differentiation: BL:Decodable, myFocus intervention book, Skill group page T26 AL: Weekly independent activities		
Resources Provided: • Student interactive book • Teacher Manual • Digital Practice • myFocus intervention book		



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Word Parts Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Writing

Integration of Technology: Online student/teacher resources, Weekly Standards Practice

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est - Decode words with common prefixes and suffixes - Respond using newly acquired vocabulary as appropriate	Lesson Sequence - Teacher Led Introduction: Teacher and students will review meaning of academic vocabulary words: affect, compare, different, location, and region. Teacher will explain that word parts give clues to meaning and use in a sentence. Teacher will define a suffix and explain it gives the word a new meaning. - Student/Teacher Guided Practice: Teacher will display the word quick. Underneath the word quick the teacher will write quickly. Students will use the words in	- Student interactive page - Weekly student practice - Teacher observation



sentences. The teacher will write them on the board. The teacher will explain that -ly words mean in a _____ way. Students will then help to define loudly. The teacher will repeat the process with the suffix -al (related to) using the words nation and then national.

3. Student Independent Practice: Students complete the activity on page 134 in the student interactive.
4. Student will complete the weekly standards practice.

Differentiation:

BL: Page 15 in the language awareness handbook

AL: Weekly independent activity options

Resources Provided:

- Student interactive book
- Teacher Manual
- myFocus intervention book
- Whiteboards



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 2	Unit Title: You are Here
Created: Kari Cifelli & Kendra Kinney	Board Approved on:	



Unit Overview Template

Content Area:	ELA	Grade Level:	2	Unit Title:	Nature's Wonders
Unit Summary: Students will have the ability to discuss the unit theme, Nature's Wonders, and will show their understanding of the theme through cross-curricular activities.					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will help students explore nature. They will explore various patterns in nature (in a garden, a prairie, the changing of trees and animal patterns).					
Career Readiness (Standard 9): 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives 9.4.2.CT.3: Use a variety of types of thinking to solve problems					

Learning Targets

Standards: New Jersey Student Learning Standards, Technology and World Language, SEL	
Content Statements: Key ideas and details, Text Structure	
CPI#:	Cumulative Progress Indicator (CPI):
L.WF.2.3.A	With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
W.RW.2.7.	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
L.WF.2.1.B	Write the most common graphemes (letters or letter groups) for each phoneme, for example: Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
RI.CR.2.1.	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.



RI.TS.2.4.	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
L.WF.2.3.F	Use an apostrophe to form contractions and frequently occurring possessives.
L.VL.2.2.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity
L.WF.2.2. A	Demonstrate command of the conventions of encoding and spelling.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
7.1.NL.PRSNT. 2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Unit Essential Questions:

- What patterns do we notice in a garden?
- What patterns can we see on a prairie?
- How does a tree show patterns as seasons change?
- How do patterns of behavior in animals help keep their young safe?
- What migration patterns do we see in some animals?

Unit Enduring Understandings:

- Plants have physical characteristics that help them meet their basic needs.
- Prairies have patterns in their weather such as cold winters and hot summers and patterns in physical characteristics such as tall grass and not many trees.
- Trees are covered in snow during winter, grow buds in spring, have green leaves in summer and no leaves in fall.
- Animals have patterns that keep their young safe such as living in a herd, staying with their baby for the first couple months and feeding the baby with food from its mouth.
- Animals migrate during certain times of the year (Gray whales, pronghorns, wildebeests).

Unit Learning Targets:

Students will....

- Identify text structure
- Ask and answer questions



- Use text features
- Make and confirm predictions
- Understand setting and plot
- Visualize details
- Describe and understand characters
- Make inferences
- Determine key ideas



Evidence of Learning

Summative Assessment: Unit 2 Assessment, Project-Based Inquiry

Equipment Needed:

student iPads

Teacher Resources: Unit 2 resources

Formative Assessments:

- Daily exit tickets
- Daily formative assessments based on reading and writing skills
- Student interactive book pages
- Selection quiz
- Cold read for fluency and comprehension
- Weekly standard practice
- Weekly progress check-up



Lesson Plans

Lesson	Time Frame
Lesson 1 Informational Text	40 minutes/1 day
Lesson 2 Vowel Digraph ie	40 minutes/1 day
Lesson 3 Making Inferences	40 minutes/1 day

Teacher Notes:

In this unit, students will discuss, practice, and demonstrate what patterns they see in nature.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[SavvasRealize.com](https://www.savvasrealize.com)



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Informational Text Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Promethean, Online student/ teacher resources

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize characteristics and structures of informational text	Lesson Sequence 1. Teacher Led Introduction: Teacher will discuss with students how to recognize structures of informational text. Teacher will give an example of text structure that helps to organize ideas such as cause and effects. Teacher will write on an anchor chart what students can ask themselves to determine the structure: what is the order of events? What happens in the text and why? What details helped you learn these points?	- Student interactive - Teacher observation - Exit ticket



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">2. Student/Teacher Guided Practice: Teacher will use the text Patterns on a Prairie to model how to determine that the text is informational. Students will identify other details and examples that help them determine that it is informational.3. Student Independent Practice: Students will work with a partner to complete the turn and talk activity on p. 222 of the student interactive.4. Student will complete the online exit ticket. | |
|--|---|--|

Differentiation:

BL: Group skill page on T26

AL: Higher order questions, Weekly independent activity options

Resources Provided:

- Student interactive book
- Teacher Manual
- Anchor chart
- myFocus intervention book



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Phonics: Vowel Digraph ie Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Writing, Technology

Integration of Technology: Promethean, Online teacher and student resources

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Decode words with short, long or variant vowels as well as trigraphs and blends. - Decode multisyllabic words with closed syllables, VCe syllables, vowel teams, digraphs and diphthongs. - Identify and read high frequency words	Lesson Sequence - Teacher Led Introduction: Write the words tie and piece. Read both words while emphasizing the vowel sound. Explain the vowel team ie can stand for two different sounds, long i or long e. Give examples of each. Write sentences with long i and long e words. - Student/Teacher Guided Practice: Write pie and thief. Explain when I read pie I hear long i and when I read thief I hear long e. Call on students to decode the words. Call on students to circle the words with the ie	- Student interactive - Teacher observation - Exit ticket



digraph that says long i
and then words that say
long e.

3. Student Independent Practice: Students complete page 300 and 301 with a partner.
4. Students will complete the exit ticket.

Differentiation:

BL: Phonics page 65

AL: Creation of their own sentences with the vowel team ie (long i and long e words), Weekly independent activity options

Resources Provided:

- Student interactive book
- Teacher Manual
- Anchor chart
- myFocus intervention book



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Making Inferences Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, SEL

Integration of Technology: Promethean, Online teacher and student resources

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Make inferences and use evidence to support understanding. • Describe and understand plot elements, including the main events, conflict, and resolution	Lesson Sequence 1. Teacher Led Introduction: Teacher will explain that inferences are when readers combine text evidence with their prior knowledge to make an inference about the text. Explain the importance of inferences-to help readers to identify and understand conflicts in a text. Create an anchor chart with 3 columns: Already Know, Text details, Inference 2. Student/Teacher Guided Practice: Listen/read What's in the Egg, Little Pip? Use the close read note page on page 348	• Student interactive • Teacher observation • Exit ticket



of student interactive and model how to make an inference about the story's conflict. Students will find another text detail on page 348 to use and make an inference about the conflict. Teacher will fill in the anchor chart with teacher and student ideas.

3. Student Independent Practice: Students will annotate the text using their close reading notes for making inferences and use those annotations to complete page 377.
4. Student will complete the exit ticket.

Differentiation:

BL: Skill group on page T260

AL: High order questions, Weekly independent activity options

Resources Provided:

- Student interactive book
- Teacher Manual
- Anchor chart
- myFocus intervention book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 2	Unit Title: Nature's Wonders
Created: Kari Cifelli and Kendra Kinney	Board Approved on:	



Unit Overview Template

Content Area: ELA **Grade Level:** 2 **Unit Title:** Our Traditions

Unit Summary: Students will have the ability to discuss the unit theme, Our traditions, and will show their understanding of the theme through cross-curricular activities.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will help students explore what makes a tradition. They will explore traditional tales and how they can be told in different ways. They will also explore Native American traditions and how food helps to make a tradition.

Career Readiness (Standard 9):

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Learning Targets

Standards: New Jersey Student Learning Standards, Technology and World Language, SEL

Content Statements: Key ideas and details, Craft and structure, Theme

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other,would).
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.WF.2.1.B	Write the most common graphemes (letters or letter groups) for each phoneme, for example: Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2.A	Demonstrate encoding for regular, single-syllable words that include: Vowel-r combinations (turn, star, third, four/for).
L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RL.Cl.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .



RL.CT.2.8.	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
W.AW.2.1.A	Introduce an opinion.
W.AW.2.1.C	Provide a conclusion.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
SL.PI.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SEL.PK-12.3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.2. 1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.4. 1	Develop, implement and model effective problem-solving, and critical thinking skills
7.1.NL.PRSN T.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSN T.3	Imitate a few culturally authentic gestures when greeting others and during leave takings

Unit Essential Questions:

- What lessons can we learn from traditional tales?
- What stories do people tell to understand the world around them?
- How can a traditional story be told in different ways?
- What makes a Native American tradition?
- How does food help make a tradition?

Unit Enduring Understandings:

- Traditional tales such as fables, folktales, fairy tales and legends have morals or lessons they want the reader to learn.
- Storytelling is an important part of Native American culture.
- Traditional stories such as Cinderella have many different versions. Students will listen to various versions.
- Wabanaki, a Native American group, incorporates dance, drumming, basket creation and making canoes and wigwams as part of their traditions.
- Different areas of the world have their own unique traditional foods such as dumplings in China, chapati in India, couscous in Morocco and enchiladas in Mexico.

Unit Learning Targets:

Students will....



- Identify theme
- Determine key ideas
- Discuss author's purpose
- Make connections
- Compare and contrast stories
- Visualize details
- Understand text features
- Make inferences



Evidence of Learning

Summative Assessment: Unit 3 Assessment, Project-Based Inquiry

Equipment Needed: student iPads

Teacher Resources: Unit 3 resources

Formative Assessments:

- Daily exit tickets
- Daily formative assessments based on reading and writing skills
- Student interactive book pages
- Selection quiz
- Cold read for fluency and comprehension
- Weekly standard practice
- Weekly progress check-up



Lesson Plans

Lesson	Time Frame
Lesson 1 Author's Purpose	40 minutes/1 day
Lesson 2 Phonics: Decode and write words with long i (i, ie, i_e, igh, y)	40 minutes/ 1 day
Lesson 3: Compare & Contrast Stories	40 minutes/1 day
Teacher Notes: In this unit, students will discuss, practice, and demonstrate what makes a tradition.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: SavvasRealize.com	



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Author's Purpose Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, SEL

Integration of Technology: Promethean, Online teacher and student resources

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss Author's Purpose for writing a text. - Discuss how the use of text structure contributes to the author's purpose.	Lesson Sequence 1. Teacher Led Introduction: Explain that readers look for details in a text to help them identify the author's purpose. The details readers look for include characters' decisions, events, and the story's main message or theme. Create an anchor to show what a reader does before they read the story (scan the story for details in pictures and the title), While you read (pay attention to author's words) and after you read (think about how you feel).	- Teacher observation - Student interactive page - Exit ticket



2. Student/Teacher Guided Practice: Display “Thunder and Lightning” on pp T76-T77 to model how to discuss the author's purpose and text structure. Discuss the title and picture, new ideas while reading the text and elements of text structure such as the author introducing the problem at the beginning and doesn't show how it is solved until the end. Students turn and talk to discuss the author's purpose from a familiar story.
3. Student Independent Practice: Students use the close read notes to underline information and then complete the chart on page 91 in the student interactive.
4. Students will complete the exit ticket.

Differentiation:

BL: Skill group page T122

AL: Weekly independent options

Resources Provided:

- Student interactive book
- Teacher Manual
- Anchor chart
- myFocus intervention book



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Phonics: Long i Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social studies, SEL

Integration of Technology: online resources, Promethean board

Equipment Needed: iPads, teacher laptop, online resources, Promethean board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Decode words with short, long or variant vowels, digraphs, trigraphs and blends. - Identify and read high frequency words.	Lesson Sequence - Teacher Led Introduction: Use sound spelling cards 70, 71, 78, 69, 80 AND 91 to review long i spellings. Explain the vowel team ie is a digraph because it is made of two letters. Igh is a trigraph because it is made of three letters. - Student/Teacher Guided Practice: :Point to the picture of the iron at the top of page 24 in student interactive. Model how to decode each of the following words: ever, open, and iron. Ask students to underline iron and then write the word	- Teacher observation - Student interactive page - Exit ticket



under the correct picture.
Students will complete
the rest of the page with
your assistance.

3. Student Independent Practice: Students will complete the bottom of page 24 and 25. When they are done practice dictation with the words fly, might, kite, and lie.
4. Students will complete the exit ticket.

Differentiation:

BL: Skill group page on T46

AL: Independent weekly activities

Resources Provided:

- Student interactive book
- Teacher Manual
- Anchor chart
- myFocus intervention book



Lesson Plan 3 Template			
Content Area:	ELA	Lesson Title: Compare & Contrast Stories	Time Frame: 40 min/1 lesson
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Social Studies & SEL			
Integration of Technology: iPads, teacher laptop, online resources, Promethean board			
Equipment Needed: iPads, teacher laptop, online resources, Promethean board			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.	Lesson Sequence - Teacher Led Introduction: Teacher will talk about how when we compare and contrast stories, that we tell how they are alike and different. Teacher will discuss how we look at characters, settings, and events to compare and contrast and that we are going to use our weekly story <i>Interstellar Cinderella</i> and compare that story to the traditional story of Cinderella. - Student/Teacher Guided Practice: Teacher will	- Teacher observation - Student interactive page - Exit ticket



	direct student attention to the Close Read notes on page 115 and 120 of <i>Interstellar Cinderella</i> in their Student Interactive. Teacher will model how to use what we underlined on pages 115 and 120 to complete the first row of the chart on page 137 in the Student Interactive. 3. Student Independent Practice: Students will finish pg. 137 in the Student Interactive.	
Differentiation: BL: Students will work on Skill Group pge T190. AL: Independent Weekly Activity Options		
Resources Provided: • Student Interactive • Teacher Manual • Digital Practice • myFocus Intervention Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: ELA	Grade Level: 2nd	Unit Title: Our Traditions
Created: Kari Cifelli and Kendra Kinney		Board Approved on:



Unit Overview Template

Content Area:	ELA	Grade Level:	2nd	Unit Title:	Making a Difference
Unit Summary: Students will have the ability to discuss the unit theme. Why is it important to connect with other people? and will show their understanding of the theme through cross-curricular activities.					
Primary Interdisciplinary Connections: Social Studies/Science					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will allow students to answer the essential question “Why is it important to connect with other people? Students will read many texts to learn how and why people in a community connect with one another.					
Career Readiness (Standard 9): 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives 9.4.2.CT.3: Use a variety of types of thinking to solve problems					

Learning Targets

Standards: New Jersey Student Learning Standards, Technology and World Language, SEL	
Content Statements: Key ideas and details, Craft and structure, Theme	
CPI#:	Cumulative Progress Indicator (CPI):
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other,would).
L.RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1.	Demonstrate command of the conventions of writing.
L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
RL.Cl.2.2.	Recount a text in oral and written form and determine the central message (in literary texts, e.g.fables and folktales from diverse cultures) .
RI.PP.2.5.	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.CR.2.1.	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.



SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Learning Targets:

Students will....

- Ask and Answer questions
- Make connections while reading and writing
- Determine theme
- Make and confirm predictions
- Monitor comprehension
- Write personal narratives



Evidence of Learning

Summative Assessment: Unit 4 assessment, Project-Based Inquiry

Equipment Needed: student iPads

Teacher Resources: Unit 4 Resources

Formative Assessments:

- Daily exit tickets
- Daily formative assessments based on reading and writing skills
- Student interactive book pages
- Selection quiz
- Cold read for fluency and comprehension
- Weekly standard practice
- Weekly progress check-up



Lesson Plans

Lesson	Time Frame
Lesson 1 High Frequency Words	20 min/3 days
Lesson 2 Determining Theme	40 min/1 day
Lesson 3 Using Text Features	30 min/1 day

Teacher Notes:

In this unit, students will discuss why it is important to connect with other people and how these connections inspire us, make a difference in our communities, and help us to solve problems.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[SavvasRealize.com](https://www.savvasrealize.com)



Lesson Plan 1 Template

Content Area: ELA Lesson Title: High Frequency Words Time Frame: 20 min/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Digital Vocabulary Practice

Equipment Needed: iPads, teacher laptop, teacher's edition, online resources, Promethean board`

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: identify and read high-frequency words	Lesson Sequence - Teacher Led Introduction: Teacher will write the words <i>sometimes, mountains, young</i> on the board. Within each word point out the known and unknown sound-spellings. - Student/Teacher Guided Practice: On dry-erase boards, students will write the HFW as the teacher writes them. Students will pair up with a partner to write the words in sentences.	- Teacher observation - Student interactive page - Exit ticket



Students will show these to the teacher for a quick check. Teacher will look for proper punctuation and capitalization in sentences.

3. Student Independent Practice: Students will complete page 281 in the Student Interactive.

Differentiation:

BL: Students will work in small teacher-led skill group activities on T196.

AL: Weekly Independent Activities

Resources Provided:

- Student Interactive Book
- Teacher Manual
- Digital Practice
- myFocus Intervention Book



Lesson Plan 2 Template		
Content Area: ELA	Lesson Title: Determining Theme	Time Frame: 40 min/1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Social Studies and SEL		
Integration of Technology: Promethean, online teacher and student resources		
Equipment Needed: iPads, teacher laptop, online resources, Promethean board, student interactive		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Discuss topics and determine themes using text evidence with adult assistance.	Lesson Sequence - Teacher Led Introduction: Teacher will discuss how the theme of a story is its main message or lesson. .Teacher will discuss how identifying what the characters are doing and learning help to determine theme. Teacher will talk about the “Big Idea.” of the story. - Student/Teacher Guided Practice: Using the Close Read on pg. 349 in the Student Interactive Teacher will model annotating the text to	- Exit Ticket - Student Interactive pages - Teacher Observations



determine theme. Note for the students to look at page 349 at the characters taking part in a project. Teacher will then underline the names and write it in the chart on pg 373. Students continue to find and underline text evidence to help them determine the theme.

3. Student Independent Practice:
Students will complete the chart on page 373 in the Student Interactive.

Differentiation

BL: Students will work in a teacher- led small skill group - T196.

AL: Independent weekly activity options

Resources Provided:

- Student Interactive Book
- Teacher Manual
- Digital Practice
- myFocus Intervention Book



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Text Features Time Frame: 40 min/1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Promethean, online teacher and student resources

Equipment Needed: iPads, teacher laptop, online resources, Promethean board, student interactive

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structures of informational text, including features and graphics to locate or gain information. - Discuss the author's use of print and graphic features to achieve specific purposes.	Lesson Sequence - Teacher Led Introduction: Explain how authors of informational text often use text features to organize and clarify information. Teacher will use the anchor chart to point out the print and graphic features. - Student/Teacher Guided Practice: Teacher will guide the students to ask themselves why the author used those text features. Then using the Close Read on page 303 of the Student	- Exit Tickets - Student Interactive pages - Teacher observations



	Interactive, the teacher will model how to use the text feature to help with understanding of the text. Teacher will write her observations in the chart on page 303. 3. Student Independent Practice: Students will complete page 327 in the Student Interactive.	
Differentiation: BL: Students will work in a teacher-led skill group on page T128. AL: Independent weekly activity options		
Resources Provided: • Student Interactive Book • Teacher Manual • Digital Practice • myFocus Intervention Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: ELA	Grade Level: 2nd	Unit Title: Making a Difference
Created: Kari Cifelli and Kendra Kinney Board Approved on:		



Unit Overview Template

Content Area: ELA **Grade Level:** 2nd **Unit Title:** **Our Incredible Earth**

Unit Summary: Students will learn about how the Earth changes over time.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will allow students to answer the essential question “How does the Earth change?” Students will read many texts to learn about how the surface of the Earth changes.

Career Readiness (Standard 9):

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems

Learning Targets

Standards: New Jersey Student Learning Standards, Technology and World Language, SEL

Content Statements: Key ideas and details, Craft and structure, Theme

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
RI.CR.2.1.	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
RL.PP.2.5.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.



SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Learning Targets:

Students will....

- Read a variety of informational texts
- Ask and answer questions
- Describe connections between concepts and texts read
- Monitor comprehension
- Use text evidence



Evidence of Learning

Summative Assessment: Unit 5 assessment, Project-Based Learning

Equipment Needed: student iPads

Teacher Resources: Unit 1 Resources

Formative Assessments:

- Daily exit tickets
- Daily formative assessments based on reading and writing skills
- Student interactive book pages
- Selection quiz
- Cold read for fluency and comprehension
- Weekly standard practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Synonyms	30 min/1 day
Lesson 2 Making Connections	40 min/1 day
Lesson 3 Identify Elements of a Drama	25 min/1 day

Teacher Notes:

In this unit, students will learn about how Earth changes and how those changes affect life on earth.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[SavvasRealize.com](https://www.savvasrealize.com)



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Synonyms Time Frame: 30 min/1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science & Social Studies

Integration of Technology: Promethean, Online Resources

Equipment Needed: Promethean Board, iPads, teacher laptop, online resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify, use and explain the meanings of antonyms, synonyms, idioms, and homographs in context.	Lesson Sequence - Teacher Led Introduction: Teacher will discuss how synonyms are words that mean the same thing. Using synonyms can make writing interesting. Teacher will use a thesaurus to find synonyms of new words. - Student/Teacher Guided Practice: Teacher will write “ruin” and “amount.” Teacher will model how the thesaurus says that “destroy” and “spoil” are synonyms of ruin. Teacher will say, “Ruin, destroy and spoil all mean that something is wrecked and can’t be	- Exit ticket - Student Interactive pages - Teacher Observation



used.” Students will then look up and share synonyms for “amount.” Then together, come up with a meaning for “amount” based on the synonyms they found.

3. Student Independent Practice: Student will complete page 534 in Student Interactive.

Differentiation:

BL: Small Group Lesson on page T91

AL: Weekly independent activities

Resources Provided:

- Student Interactive
- Teacher Manual
- Digital Practice
- my Focus Intervention book



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Describing Connections Time Frame: 40 min/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Promethean, Online Resources

Equipment Needed: Promethean Board, iPads, teacher laptop, online resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Evaluate details and read to determine key ideas.	Lesson Sequence 1. Teacher Led Introduction: Teacher will discuss how when we read a topic in an informational text, we connect key ideas. Teacher will refer to the text <i>Introducing Landforms on pages 514</i> , as students follow along in their Student Interactive, to demonstrate how to locate key ideas and how to make connections by following the guiding	- Exit ticket - Student Interactive pages - Teacher observations



- questions on T48 in teacher's edition.
2. Student/Teacher Guided Practice: Using the Cloze Read note on p. 499 of the Student Interactive to model making connections in informational texts. Guide students to note the key idea of paragraph 3 is that landforms are shaped by different things. We connect details to this idea by identifying things that shape the land. Have pairs of students find and underline text in paragraph 3 that tells what shaped the land. Then have them write a sentence that connects the details they underlined to the key idea of the section.
 3. Student Independent Practice: Student will complete the chart on pg. 520 in their Student Interactive using the other Cloze Read notes annotations.

Differentiation:

BL: Students will participate in Skill Group activities on page T60 in Teacher Manual

AL: Weekly Independent Activities

Resources Provided:

- Student Interactive
- Teacher Manual
- Digital Practice
- my Focus Intervention book



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Identify Elements of Drama Time Frame: 40 min/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Promethean, Online Resources

Equipment Needed: Promethean Board, iPads, teacher laptop, online resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Discuss the elements in drama such as characters, dialogue, and setting.	Lesson Sequence - Teacher Led Introduction: Explain how elements of drama include characters, setting, and dialogue. Remind students that drama is a play spoken and acted for an audience. Characters are the people or animals in the story. Setting is when and where the story happens. - Teacher/Student Guided Practice: Direct students' attention to the Close Read note on p. 584 in the Student Interactive. Model how to discuss	- Exit ticket - Student Interactive pages - Teacher observations



elements of drama by discussing the setting and finding evidence in the text to support what the setting is and if it changes. Students will underline the words on p. 584 that tell the setting. Students will then turn to p. 589 in the Student Interactive and underline the dialogue between the Narrator and the Sparrow.

3. Student Independent Practice: Students will complete p. 605 in Student Interactive.

Differentiation:

BL: Students will work in the Skill Group using page T188.

AL: Weekly Independent Activities

Resources Provided:

- Student Interactive
- Teacher Manual
- Digital Practice
- my Focus Intervention book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 2nd	Unit Title: Our Incredible Earth
Created: Kari Cifelli and Kendra Kinney		Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.