Harmony Township Elementary School District

Language Arts and Literacy

2nd Grade

Special Standards Embedded (Labeled) throughout:
Asian, Pacific, Islander Standards
Amistad Commission
Climate Change Standards
Diversity, Equity and Inclusion

UNITS	PACING GUIDE	SUPPLEMENTAL TRADE BOOKS
Unit 1: Fairy Tales and Tall Tales	Knowledge: 12 Days Skills: 27 Days	*Thunder Rose* by Jerdine Nolen, *How the Stars Came to Be* by Poonam Mistry, *Paco and the Giant Chile Plant* by Keith Polette, *How the Stars Fell Into the Sky: A Navajo Legend* by Jerrie Oughton
Unit 2: Early Asian Civilizations	Knowledge: 18 Days Skills: 21 Days	*Shanté Keys and the New Year's Peas* by Gail Piernas-Davenport, *Sam and the Lucky Money* by Karen Chinn, *Love and Roasted Chicken: A Trickster Tale from the Andes Mountains* by Barbara Knutson, *Berry Magic* by Teri Sloat, *This Next New Year* by Janet S. Wong, *The Boy and the Bindi* by Vivek Shraya, *Brush of the Gods* by Lenore Look
Unit 3: The Ancient Greek Civilization	Knowledge: 17 Days Skills: 30 Days	*Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull, *Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon* by Simran Jeet Singh, *She's Got This* by Laurie Hernandez, *Surfer of the Century: The Life of Duke Kahanamoku* by Ellie Crowe, *G is for Gold Medal: An Olympics Alphabet* by Brad Herzog
Unit 4: Greek Myths	Knowledge: 15 Days Skills: 30 Days	*Anansi the Spider: A Tale from the Ashanti* by Gerald McDermott, *Luna and the Moon Rabbit* by Camille Witcher, *Feathered Serpent and the Five Suns: A Mesoamerican Creation Myth* by Duncan Tonatiuh, *Arrow to the Sun* by Gerald McDermott,
Unit 5: The War of 1812	Knowledge: 13 Days Skills: 35 Days	*Long May She Wave: The True Story of Caroline Pickersgill and Her Star-Spangled Creation* by Kristen Fulton, *My Freedom Trip: A Child's Escape from North Korea* by Frances Park and Ginger Park, *I Pledge Allegiance* by Pat Mora, *Tecumseh (Native American Heroes)* by Walter LaPlante, *Blue Sky White Stars* by Kadir Nelson, *Why Are They Kneeling?* by Damon Wyatt Thornton, *Sing a Song: How "Lift Every Voice and Sing" Inspired Generations* by Kelly Starling Lyons
Unit 6: Cycles in Nature	Knowledge: 14 Days Skills: 35 Days	*The Thing About Bees: A Love Letter* by Shabazz Larkin, *Redwoods* by Jason Chin, *Butterflies on Carmen Street / Mariposas en la calle Carmen* by Monica Brown, *The Apple Tree* by Sandy Tharp-Thee, *The Amazing Life Cycle of Plants* by Kay Barnham,
Unit 7: Westward Expansion	Knowledge: 14 Days	*Fearless Mary: Mary Fields, American Stagecoach Driver* by Tami Charles, *California's Spanish Missions* by Lisa Greathouse and Ted Fauce, *Coolies* by Yin, *Greet the Dawn* by S.D. Nelson, *Follow Me Down to Nicodemus Town* by A. LaFaye

Unit 8: Insects	Knowledge: 12 Days	*Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner* by Janice N. Harrington, *The Empress and the Silkworm by Lily* Toy Hong, *Pedro Goes Buggy* by Fran Manushkin, *The Butterfly Dance* by Gerald Dawavendewa, *The Amazing Life Cycle of Butterflies* by Kay Barnham, *100 Bugs!: A Counting Book* by Kate Narita
Unit 9: The U.S. Civil War	Knowledge: 16 Days	*Love Twelve Miles Long* by Glenda Armand, *I am Hua Mulan* by Qin Wenjun, *Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln* by Margarita Engle, *Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom* by Tim Tingle, *Hope's Gift* by Kelly Starling Lyons, *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold, *The Bell Rang* by James E. Ransome
Unit 10: The Human Body	Knowledge: 15 Days	*Patricia's Vision: The Doctor Who Saved Sight* by Michelle Lord, *Doctor Li and the Crown-wearing Virus* by Francesca Cavallo, *The Little Doctor / El doctorcito* by Juan J. Guerra, *Fishing with Grandma* by Susan Avingaq and Maren Vsetula
Unit 11:Immigration	Knowledge: 17 Days	*My Name Is Sangoe*l by Karen Williams and Khadra Mohammed, *A Different Pond* by Boa Phi, *Islandborn* by Junot Díaz, *My Wounded Island* by Jacques Pasquet, *The Arabic Quilt: An Immigrant Story* by Aya Khalil, *Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist* by Julie Leung, *Her Right Foot* by Dave Eggers,
Unit 12: Fighting for a Cause	Knowledge: 17 Days	*For the Right to Learn: Malala Yousafzai's Story* by Rebecca Langston-George, T*he Power of Her Pen: The Story of Groundbreaking Journalist Ethel L. Payne* by Lesa Cline-Ransome, *The Undefeated* by Kwame Alexander, *Sparrow Girl* by Sara Pennypacker, *Dolores Huerta: Hero to Migrant Workers* by Sarah Warren, Y*oung Water Protectors: A Story About Standing Rock* by Aslan Tudor and Kelly Tudor

Student Learning
Instructional Materials And Accommodations

Core:
- Amplify CKLA
- Knowledge/Skills

Supplemental:
- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL
- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Fairy Tales and Tall Tales

Unit 1 Knowledge Summary:
This unit introduces students to classic fairy tales and tall tales and the well-known lessons they teach. The foundation for understanding stories in future grades is also set. The first half of the Fairy Tales and Tall Tales domain focuses on fairy tales. These fairy tales will remind students of the elements of fiction they have heard about in previous grades and will be a good reintroduction to the practice of listening and learning. They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. The second half of the unit focuses on tall tales and the elements of that genre. Students will be introduced to the tall tales "Paul Bunyan," "Pecos Bill," "John Henry," and "Casey Jones." This will introduce students to the setting of the American frontier and some of the occupations settlers had there. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters.

Unit 1 Skills Summary: This unit also focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.

Unit 1 Anchor Texts:
"The Fisherman and His Wife"
"The Emperor's New Clothes"
"Beauty and the Beast" (Parts 1 and 2)
"Paul Bunyan"
"Pecos Bill"
"John Henry" *-Amistad*
"Casey Jones"

Essential Questions:
Knowledge:
- Why is using key details from the story important in retelling the story?
- How can I use the details of the text to express the theme?
- How do readers determine the central message, lesson, or moral from culturally diverse texts?

Skills: How can I use facts to write an informational piece?
- How can I use short and long vowels to help me read words?
- What are common prefixes and suffixes?
- How do I use what I know about letters and sounds to help me with spelling?
- How do I use what I know about letters and sounds to help me recognize and read irregularly spelled words?
- How do I show that I understand what I am reading?
- How do I read with fluency, accuracy, and expression?
- Why is it important to self monitor while I read?
- Why is grammar important when speaking or writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- **RL.2.2**
- **RL.2.3**
- **RL.2.5**
- **RL. 2.9**
- **W. 2.3**
- **L.RF.2.3a**
- **L.RF.2.3d**
- **L.RF.2.3e**
- **L.RF.2.3f**
- **L.RF.2.4a**
- **L.RF.2.4b**
- **L.RF.2.4c**
- **L.RF.2.4d Orally repeat multi-syllable words and pronounce the separate syllables.**
- **L.KL.2.1d**
- **L.KL.2.2d**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts:
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other

countries
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Performance Expectations
- Students will review what they know about fairy tales and other types of fiction.
- Students will make predictions about a character.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- Students will compare and contrast two texts.
- 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.
- 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.
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*)

Unit 1 Student Learning Objectives
Overall Learning Outcomes

Knowledge:
- Demonstrate understanding of Fairy Tales and TallTales genres
- Set a purpose for listening and understand the concept of exaggeration
- Distinguish details of idioms and multiple meaning words
- Identify regular and irregular plurals
- Compare and contrast two tall tales using a graphic organizer

● Experiment with narrative writing by rewriting a classic tale
Skills:
● Review letter-sound correspondences
● Read and write words with short vowel sounds
● Read and spell Tricky Words from G1
● Read and write two-syllable words
● Read and spell words with suffixes -ing, -ed
● Read, write and pronounce words with past tense suffix -ed pronounced three different ways
● Spell grade-level words correctly
● Write sentences with correct capitalization and punctuation

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Unit 1 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 2 Overview: Early Asian Civilizations

Unit 2 Knowledge Summary
Students are introduced to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will hear about the important features of early civilizations. These features include the advent of farming, establishment of cities and government, and other practices such as writing and religion. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including "The Tiger, the Brahman,and the Jackal," "The Blind Men and the Elephant," and "The Magic Paintbrush."

Unit 2 Skills Summary
This unit also focuses one read one and two-syllable words with short and long vowels, including vowels with spelling alternatives,high-frequency Tricky Words, use the writing process to compose a narrative.

Unit 2 Anchor Texts
"The Indus River Valley" (Parts 1 and 2)
"Hinduism"
"The Tiger, the Brahman, and the Jackal"
"The Blind Men and the Elephant"
"Diwali"
"Buddhism"
"The Yellow and the Yangtze Rivers"
"Paper, Writing, and Calligraphy"
"The Magic Paintbrush"
"The Importance of Silk"
"China's Great Wall"
"Confucius"
"Chinese New Year"

Essential Questions:

Knowledge:
- Why is using key details from the story important in retelling the story?
- How can I use the details of the text to express the theme?
- How do readers determine the central message, lesson, or moral from culturally diverse texts?
- Why is it important to ask questions before, during, and after reading?
- How can asking myself questions help me better understand what I am reading?
- How do readers ask questions to show they are aware of the key details in a story?
- How do I identify the main topic if there is more than one paragraph?
- How do I identify the main topic for a paragraph?
- How do I identify key details that support the main topic?
- Why is it helpful for good readers to identify the main idea/main topic?
- How do I connect a series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- How can I use prior knowledge to compare the main topic of two informational texts?
- How can I use prior knowledge to contrast the main topic of two informational texts?
- How can I as a writer express my opinion?
- How can I use evidence to support my opinion?
- How can I include details to express an event in order?

- How can answering questions from others help improve my writing?
- How can technology be used as a tool to write, publish, and/or collaborate?

Skills:
- Why is it important to ask questions before, during, and after reading?
- How can asking myself questions help me better understand what I am reading?
- How do readers ask questions to show they are aware of the key details in a story?
- How do I recount (retell) stories such as fables and folktales?
- How do I determine the central message or lesson (moral) in stories such as fables and folktales?
- What is the overall structure of the story?
- What details in the story describe how the beginning introduces the story?
- What details in the story describe how the ending concludes the action?
- How can I use short and long vowels to help me read words?
- How can I use long vowels (vowel teams) to help me decode two syllable words?
- What are common prefixes and suffixes?
- How do I know how prefixes and suffixes change the meanings of words?
- How do I know the purpose for what I am reading?
- How do I show that I understand what I am reading?
- How do I read with fluency, accuracy, and expression?
- What does it sound like when I read at an appropriate rate with fluency, accuracy, and expression?
- How do I produce, expand, and rearrange complete simple and compound sentences?
- How can I use apostrophes to form contractions and frequently occurring possessives?
- How can I generalize learned spelling patterns when writing words?
- How do I distinguish shades of meaning among closely related verbs?

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- **RI.2.2**
- **RI.2.3**
- **RI.2.9**
- **W.2.1**
- **W.2.3**
- **W.2.5**
- **W.2.6**
- **RL.2.1**
- **RL.2.2**
- **RL.2.5**
- **L.RF.2.3a**
- **L.RF.2.3c**
- **L.RF.2.3d**
- L.RF.2.3.f Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.g Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.2.4**
- **L.RF.2.4a**
- **L.RF.2.4b**
- **L.2.1f**
- **L.2.2c**

- **L.2.2d**
- **L.2.5b**

21st Century Themes:
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- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
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- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts:
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). •
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- • 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. •
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

Science:
- • 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Performance Expectations
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- 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.
- 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.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Retell stories, including fables and folktales from diverse cultures.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Produce, expand, and rearrange complete simple and compound sentences.
- Use an apostrophe to form contractions and frequently occurring possessives.

- Generalize learned spelling patterns when writing words.
- Distinguish shades of meaning among closely related verbs
-

Unit 2 Student Learning Objectives

Knowledge
- Demonstrate understanding of Early Asian Civilizations
- Demonstrate understanding of key vocabulary
- Identify key components of a civilization
- Identify trickster tales and folktales as a type of fiction
- Effectively write and use regular and irregular past tense verbs
- Successfully plan, draft, and publish an informational book about China
- Summarize a text in "Somebody Wanted But So Then" format

Skills
- Review letter-sound correspondences
- Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives
- Read contractions and identify their non- contracted equivalents
- Read and spell high-frequency Tricky Words
- Spell grade-level words correctly
- Use quotation marks in writing
- Use the writing process to compose a narrative
- Unit Assessment

Unit 2 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReady Diagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 3 Overview: The Ancient Greek Civilization

Unit 3 Knowledge Summary:
Students are introduced to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how its ideals are used today in many governments, including our own government.

Unit 3 Skills Summary: This unit also focuses on introducing spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound), practice writing personal narratives, capitalization, quotation marks, ending punctuation, common and proper nouns, and antonyms and synonyms.

Unit 3 Anchor Texts:
"The Ancient Greeks"
"Mount Olympus" (Parts 1 and 2)
"The Olympic Games"
"All for Sparta"
"Athens and the Olive Tree"
"Athens: The Birthplace of Democracy"
"Marathon"
"Thermopylae: The Persians Strike Again"
"The Great Thinkers of Greece"
"Alexander the Great" (Parts 1 and 2)

Essential Questions:
- Why is it important to ask questions before, during, and after reading?
- How can asking myself questions help me better understand what I am reading?
- How do readers ask questions to show they are aware of the key details in a story?
- How can I as a writer express an opinion?
- How can I use evidence to support my opinion?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- How can I contribute to a shared research project?
- How can I gather information to answer a question?
- How can I verbally express key details from information?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?
- How can question stems help me demonstrate understanding of the text?
- How does the text structure help me understand the text?
- Why does the structure of the text matter?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How do writers express an opinion?

- How can I use evidence to support my opinion?
- How can I include details to express an event in order?
- Why is grammar important when speaking or writing?
- Why are conventions important when writing?
- How does using appropriate capitalization, punctuation, and spelling help my writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.2.1-RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- W.2.1-W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information
  - Introduce an opinion.
  - Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - Provide a conclusion.
- W.2.3-W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.
  - Introduce a topic clearly.
  - Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - Provide a conclusion.
- W.2.5-W.WP.2.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - Identify audience and purpose before writing.
  - Participate in self-evaluation of written work.
  - With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.2.7-W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- W.2.8-W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **SL.2.2**
- **SL.2.4**
- **RL.2.1**
- **RF.2.3a**
- **RF.2.3b**
- **RF.2.3c**
- **RF.2.3d**
- **RF.2.3e**
- L.RF.2.3.f Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- L.RF.2.3.g Identify the parts of high-frequency words that are regular and the parts that are irregular.
- **RF.2.4a**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science
- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Social Studies
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Health/P.E.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or

scared
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

Performance Expectations
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- 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.
- 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.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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).
- Recall information from experiences or gather information from provided sources to answer a question.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Unit 3 Student Learning Objectives
Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Make predictions about what will happen in a text
- Draft a short opinion piece and a short fictional narrative
- Compare and contrast the way of life of two Greek city-states

- Determine the importance of various leaders and events of Ancient Greece

Skills
- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky Words
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use common and proper nouns, antonyms, synonyms, and verbs
- Use the writing process to compose a personal narrative

Unit 3 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 4 Overview: Greek Myths

Unit 4 Knowledge Summary:

Building on the Ancient Greek Civilization domain, students are introduced to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshiped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true, that tries to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others. .

Unit 4 Skills Summary:

This unit also focuses on more spelling alternatives for vowel sounds, as well as three tricky spellings. Persuasive writing as part of a friendly letter. Singular and regular plural nouns, and common and proper nouns. Formation of irregular plural nouns, as
well as action verbs and to be verbs.

Unit 4 Achor Texts:

"The Twelve Gods of Mount Olympus"

"Prometheus and Pandora"

"Demeter and Persephone"

"Arachne the Weaver"

"Theseus and the Minotaur"

"Daedalus and Icarus"

"Hercules"

Essential Questions:
- How do I recount (retell) stories such as fables and folktales?
- How do I determine the central message or lesson (moral) in stories such as fables and folktales?
- How did the characters respond to major events in the story?
- What examples from the text describe how characters respond to challenges in the story
- How do I know when a different character is speaking?
- How do the points of view of the characters differ?
- Why is it important to know how the main character is thinking and feeling in the story?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- How can technology be used as a tool to write, publish, and/or collaborate?
- How can I gather information to answer a question?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?
- How can question stems help me demonstrate understanding of the text?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- Why is grammar important when speaking or writing?
- Why are conventions important when writing?

- How does using appropriate capitalization, punctuation, and spelling help my writing?
- How does language impact speaking, listening, reading, and writing?
- How do I recognize word patterns?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- RL.2.1   Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.4 Recognize and read grade-appropriate irregularly spelled words
- RF.2.4a Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4b Read on-level text with purpose and understanding.
- RF.2.4c Read on-level text orally with accuracy, appropriate rate & expression on successive readings.
- W.2.1 Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- W.2.3 Write opinion pieces that introduce the topic or book being written about, express 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.
- W.2.5 Write narratives to 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.
- L.2.1a Use collective nouns (e.g., group).
- L.2.1b Form and use frequently occurring irregular plural nouns. (e.g., feet children, teeth, mice, fish).
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science
- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats

Social Studies
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Health/P.E.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another

- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Performance Expectations

- Retell stories such as fables and folktales.
- Identify the central message or lesson (moral) in stories such as fables and folktales.
- Provide examples from the texts to describe how characters respond to challenges in the story.
- Identify differing points of view from a variety of characters.
- Express details of the event in order.
- Understand the use of technology to write, publish and/or collaborate.
- Identify ways to gather information.
- Describe the importance of people, places, things, and events.
- Demonstrate understanding of the text through questioning.
- Describe how sounds can help understand words.
- Identify why grammar is important when speaking and writing.
- Identify the importance of convention use, capitalization, punctuation, and spelling in writing.

Unit 4 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths
- Demonstrate understanding of key vocabulary
- Sequence story events and make predictions
- Plan, draft and edit a fictional narrative in the style of a Greek myth
- Collect and synthesize information with graphic organizers

Skills
- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky Words
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use common and proper nouns, antonyms, synonyms, and verbs
- Use the writing process to compose a personal
- narrative

Unit 4 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 5 Overview: The War of 1812

Unit 5 Knowledge Summary:
Students are introduced to the time during the War of 1812. Students will learn why the War of 1812 is often called America's second war for independence, how the United States was affected by the Napoleonic Wars between France and Great Britain and significant characters and persons involved in the War of 1812 such as Dolly and James Madison. Students will learn about Great Britain's three-part plan to win back the United States. This includes attacks on Washington, D.C., and Baltimore, and the attack on New Orleans in an attempt to gain control of the Mississippi River.

Unit 5 Skills Summary:
 This unit also focuses on spelling alternatives for vowel sounds and the schwa sound. Chunking phonemes as a means of reading multisyllabic words. Review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, Continue to practice narrative writing by rewriting an ending to a story from the Student Reader.

Unit 5 Anchor Texts:
"America in 1812" (Parts 1 and 2)
"Mr. and Mrs. Madison"
"Another War Already?"
"The Attack on Washington, D.C."
"Broad Stripes and Bright Stars"
"The Battle After the War"
"Peace and Pirates"

Essential Questions:
Knowledge:
- How can asking and answering questions help me understand the text?
- How can question stems help me demonstrate understanding of the text?
- Why is identifying the main topic from the text important?
- Why is being able to identify the main topic an important skill for readers?
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- Why do authors provide reasons in their text?
- How do reasons support specific points?
- How can I compare two texts on the same topic?
- Why is it important to use more than one text on a topic?
- How do writers express an opinion?
- How can I use evidence to support my opinion?
- How can I use facts to write an informational piece?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

Skills:
- How can asking and answering questions help me understand the text?
- How can question stems help me demonstrate understanding of the text?
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- What are the text features and how do they help me understand the text?
- How can search tools help me locate relevant information?

- How can illustrations help me understand information?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- Why is grammar important when speaking or writing?
- Why are conventions important when writing?
- How does using appropriate capitalization, punctuation, and spelling help my writing?
- How does language impact speaking, listening, reading, and writing?
- What strategies can help me determine the meaning of unknown words?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Knowledge:
- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Analyze informational text development.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- W.2.1 Write opinion pieces that introduce the topic or book being written about, express 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.
- W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Skills:
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 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.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4a Read on-level text with purpose and understanding.
- W.2.3 Write narratives to 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 the topic and strengthen writing as needed by revising and editing.
- L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when

writing or speaking.
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase,
- 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)

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts:
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. The actions of individuals and government affect decisions made for the common good.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

Performance Expectations

- Identify the main topic from the text.
- Explain the importance of identifying the main topic from a text.
- Describe the importance of connections between events and texts.
- Describe how writers express opinions with evidence and facts.
- Demonstrate asking and answering questions that help understand the text.
- Identify text features that help understand the text.
- Include details that express an event in order.
- Identify why grammar and understanding conventions are important when speaking or writing.
- Identify how language impacts speaking, listening, reading, and writing?

Unit 5 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Plan, write, and present a persuasive speech
- Create a Picture Gallery of important people and events connected with the War of 1812
- Deepen comprehension and cite evidence from the text
- Domain Assessment

Skills
- Read words and write words with alternative vowel spellings
- Alphabetize words
- Read and write words with /ə/ (schwa) sounds
- Identify the subject and predicate in sentences
- Understand and use adjectives in sentences
- Use correct capitalization, punctuation, and grammar in writing
- Read and write words with the suffix -tion
- Use the writing process to write a different ending to a story from the Reader
- Unit Assessment

Unit 5 Assessments

Formative Assessments
- Check for Understanding

- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 6 Overview: Cycles in Nature

Unit 6 Knowledge Summary:
Students learn about the many natural cycles that make life on Earth possible. The students will gain knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. They will also learn about the effect seasonal changes have on plants and animals. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth's seasonal cycles and begin to understand how all organisms depend on Earth's limited water supply.

Unit 6 Skills Summary:
This unit also focuses on several new spelling alternatives for vowel and consonant sounds. Review of grammar skills and learn about adverbs. Distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Introduction to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.

Unit 6 Anchor Texts:
"The Cycles of Daytime and Nighttime"
"The Reasons for Seasons"
"Four Seasons in One Year"
"The Life Cycle of a Plant"
"The Life Cycle of Trees"
"Which Came First, the Chicken or the Egg?"
"The Life Cycle of a Frog"
"The Life Cycle of a Butterfly"
"The Water Cycle"

Essential Questions:
Knowledge
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- What is the main purpose of the text?
- How can I use facts to write an informational piece?
- How can I include details to express an event in order?
- What strategies can help me determine the meaning of unknown words?

Skills
- How can asking and answering questions help me understand the text?
- How can question stems help me demonstrate understanding of the text?
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- Why is it important for readers to identify words they do not know?
- What strategies do readers use to determine unknown words?
- What are the text features and how do they help me understand the text?
- How can search tools help me locate relevant information?
- What is the main purpose of the text?
- How can illustrations help me understand information?

- How does an author support what he says in the text?
- What strategies do I use to become an independent reader?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?
- How do writers express an opinion?
- How can I use evidence to support my opinion?
- How can I use facts to write an informational piece?
- Why is grammar important when speaking or writing?
- Why are conventions important when writing?
- How does using appropriate capitalization, punctuation, and spelling help my writing?
- How does language impact speaking, listening, reading, and writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- **RI.2.3**
- **RI.2.6**
- **W.2.2**
- **W.2.3**
- **L.2.4d**
- **RI.2.1**
- **RI.2.3**
- **RI.2.4**
- **RI.2.5**
- **RI.2.6**
- **RI.2.7**
- **RI.2.8**
- **RI.2.10**
- **RF.2.3a**
- **RF.2.3b**
- **RF.2.3c**
- **RF.2.3d**
- **RF.2.3e**
- **RF.2.3f**
- **RF.2.4a**
- **RF.2.4b**
- **RF.2.4c**
- **W.2.1**
- **W.2.2**
- **L.2.1d**
- **L.2.1e**
- **L.2.1f**
- **L.2.2c**
- **L.2.2d**
- **L.2.3**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts:
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science *-Climate Change*
- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants
- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly

Social Studies
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region *-Climate Change*
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Health/P.E.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- .2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

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

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives to 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.
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
- By the end of the 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.
- 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.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate & expression on successive readings.
- Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- Write opinion pieces that introduce the topic or book being written about, express 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.
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Unit 6 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note- taking tools
- Participate in a shared research project by recording observations on scientific phenomena
- an informational paragraph summarizing the life cycle of a frog
- Domain Assessment

Skills
- Read words and write words with Tricky and alternative vowel and consonant spellings
- Alphabetize to the second letter
- Identify and use adverbs
- Identify complete and incomplete sentences
- Correct run-on sentences
- Use correct capitalization, punctuation, and grammar in writing
- Take notes from the text
- Use the writing process to write a multi-paragraph report
- End-of-the-Year Assessment

Unit 6 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 7 Overview: Westward Expansion

Unit 7 Summary: Students will identify the important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. They will also learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton's steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.

Unit 7 Anchor Texts:

"Going West"

"Mr. Fulton's Journey"

"The Journal of a Twelve-Year Old on the Erie Canal"

"The Story of Sequoyah"*-Diversity, Equity, and Inclusion*

"The Trail of Tears" *-Holocaust*

"Westward on the Oregon Train"

"The Pony Express"

"Working on the Transcontinental Railroad" *-Diversity, Equity, and Inclusion*

"The Buffalo Hunters" *-Diversity, Equity, and Inclusion*

Essential Questions:
- How do I connect a series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- How can I as a writer express an opinion?
- How can I use evidence to support my opinion?
- How can I use facts to write an informational piece?
- How do I use information to write about a topic?
- How do I explain what I know about a topic?
- How can I supply facts or definitions to support my ideas?
- How can I write a narrative story in sequential order?
- How can I include feelings, details, thoughts, and an ending to my story?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?
-

New Jersey Student Learning Standards
Anchor Standards and Progress Indicators

- **RI.2.3**
- **W.2.1**
- **W.2.2**

- **W.2.3**
- **SL.2.4**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science
- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

Social Studies
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. • 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Performance Expectations
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Write opinion pieces that introduce the topic or book being written about, express 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.
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives to 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.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Unit 7 Student Learning Objectives
Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Write an informational text in the format of a Westward Expansion Quilt
- Deepen comprehension and cite evidence from a text
- Identify the main topic of a text and compare and contrast two texts about the Erie Canal
- Domain Assessment

Unit 7 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 8 Overview: Insects

Unit 8 Summary: Students learn about the largest group of animals on Earth, characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics, and even medicines.

Unit 8 Anchor Texts:

"Insects Everywhere!"

"What Makes an Insect an Insect?"

"Life Cycles of Insects"

"Social Insects: Bees and Wasps"

"Social Insects: Ant and Termites"

"Insects that Glow and Sting"

"Armored Tanks of the Insect World"

"Friend or Foe?"

Essential Questions:
- How can I use facts to write an informational piece?
- How do I use information to write about a topic?
- How do I explain what I know about a topic?
- How can I supply facts or definitions to support my ideas?
- How can I write a narrative story in sequential order?
- How can I include feelings, details, thoughts, and an ending to my story?
- How can I contribute to a shared research project?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- **W.2.2**
- **W.2.3**
- **W.2.7**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics
- MP.2: Reason abstractly and quantitatively.
- MP.4: Model with mathematics.

Science
- 2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants
- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

Social Studies
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region

Health/P.E.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

Performance Expectations
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives to 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.
- 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)

Unit 8 Student Learning Objectives

Overall Learning Outcomes

Unit 8 Knowledge:
- Demonstrate understanding of key vocabulary
- Plan, draft, and revise an informational narrative
- Research, collect, synthesize, and record information in a journal
- Deepen comprehension and cite evidence from a text

Unit 8 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 9 Overview: The U.S. Civil War

Unit 9 Summary: Students are introduced to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery. "Enslaved Africans" is the term used to describe Africans and the descendants of those Africans taken from Africa against their will and forced into slavery in the United States through the conclusion of the Civil War. Although slave trade was abolished in the United States in January 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term "enslaved Africans" is used in place of "slaves" to honor the history of the enslaved people. Students will also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant.

Unit 9 Anchor Text:
"Harriet Tubman" (Parts 1 and 2)
"The Controversy Over Slavery"
"Abraham Lincoln"
"The Division of the United States"
"The War Begins"
"Robert E. Lee"
"Clara Barton"
"The Emancipation Proclamation"
"Ulysses S. Grant"
"The End of the War"

Essential Questions:
- How do I find facts (reasons) in the text to support points the author makes?
- How can I use prior knowledge to compare the main topic of two informational texts?
- How can I use prior knowledge to contrast the main topic of two informational texts?
- Why do authors provide reasons in their text?
- How do reasons support specific points?
- How can I compare two texts on the same topic?
- Why is it important to use more than one text on a topic?
- How can I write a narrative story in sequential order?
- How can I include feelings, details, thoughts, and an ending to my story?

Anchor Standards and Progress Indicators
- **RI.2.8**
- **RI.2.9**
- **W.2.3**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the

economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Health/P.E.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

Performance Expectations
- Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
- Compare and contrast the most important points presented by two texts on the same topic.
- Write narratives to 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.

Unit 9 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Compare and contrast oppositional concepts using a T-chart
- Demonstrate understanding of key vocabulary
- Identify and record relevant information to a Civil
- War Timeline and Civil War Journal
- Deepen comprehension and cite evidence from a text

● Domain Assessment

Unit 9 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 10 Overview: Human Body

Unit 10 Summary: This unit covers a number of topics regarding the human body such as cells and how cells form the building blocks of life on Earth. In addition, students are taught about Anton van Leeuwenhoek and his work with the microscope and his discovery of the tiny one-celled bacteria. Specific systems covered are the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. The importance of good nutrition and how to make good choices in order to eat a well-balanced diet are also focused on as well as the five keys to good health—eat well, exercise, sleep, keep clean, and have regular checkups.

Unit 10 Anchor Texts:

"The Amazing Human Body"

"Anton van Leeuwenhoek"

"Cells and Tissues"

"Organs"

"The Digestive System"

"The Excretory System"

"Nutrients"

"A Well-Balanced Diet"

"A Healthy Human Body

Essential Questions:

- How can making connections help understand informational text?
- How do you describe the connection between two events?
- How do I connect a series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- How can I use facts to write an informational piece?
- How do I use information to write about a topic?
- How do I explain what I know about a topic?
- How can I supply facts or definitions to support my ideas?
- Why should I end my writing with a conclusion?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- **RI.2.3**
- **W.2.2**
- **SL.2.4**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.

- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics
- MP.2: Reason abstractly and quantitatively.
- MP.4: Model with mathematics
- MP.5: Use appropriate tools strategically

Science
- 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose

Social Studies
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture"of history
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Health/P.E.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.N.1: Explore different types of foods and food groups.

- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

Performance Expectations
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Unit 10 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Identify and record relevant information in My Human Body Journal
- Domain Assessment

Unit 10 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio

- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 11 Overview: Immigration

Unit 11 Summary: Students are introduced to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover the factors that pushed people from their homelands, and why many immigrants settled in specific areas, cities or regions of the U.S. when they arrived. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.

Unit 11 Anchor Texts:

"E Pluribus Unum"
"Charles Steinmetz Comes to America"
"Life in the City"
"From Ireland to New York City"
"Gold Mountain" *-Asian/Pacific Islander*
"A Land of Opportunity"
"A Mosaic of Immigrants" *-Asian/Pacific Islander*
"Becoming a Citizen" *-Amistad*
"We the People"
"Immigration and Citizenship"

Essential Questions:

- Why is identifying the main topic from the text important?
- Why is being able to identify the main topic an important skill for readers?
- How do I identify the main topic if there is more than one paragraph?
- How do I identify the main topic for a paragraph?
- How do I identify key details that support the main topic?
- Why is it helpful for good readers to identify the main idea/main topic?
- How can I write a narrative story in sequential order?
- How can I include details to express an event in order?
- How can I include feelings, details, thoughts, and an ending to my story
- When is an appropriate time to ask or answer questions?
- How can I add to a conversation?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- **RI.2.2**
- **W.2.3**
- **SL.2.1**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Health/P.E.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

Performance Expectations
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Write narratives to 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.
- Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
    - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    - Build on others' talk in conversations by linking their comments to the remarks of others.
    - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Unit 11 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Collect and summarize information into short summaries of the read-alouds
- Plan, draft, and revise a letter
- Domain Assessment

Unit 11 Assessments

Formative Assessments
- Check for Understanding

- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 12 Overview: Fighting for a Cause
Diversity, Equity, and Inclusion

Unit 12 Summary: Students are introduced to several ordinary people who stood up for what they believed in and who fought for a cause. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers.These individuals' struggles later helped change many laws, and they all practiced nonviolence. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez.

Unit 12 Anchor Texts:

"People Who Fought for a Cause" *-Amistad*

"Susan B. Anthony: An Advocate for Women's Rights"

"Eleanor Roosevelt: A Voice for Human Rights"

"Mary McLeod Bethune: A Dedicated Teacher"

"Jackie Robinson: Champion of Equality" *-Amistad*

"Rosa Parks: The Mother of the Civil Rights Movement" *-Amistad*

"Martin Luther King, Jr.: Defender of the Dream" *-Amistad*

"Cesar Chavez: Protector of Workers' Rights"

"Celebrating Those Who Fought for a Cause" *-Amistad*

Essential Questions:
- How does an author support what he says in the text?
- How do I find facts (reasons) in the text to support points the author makes?
- How do writers express an opinion?
- How can I use evidence to support my opinion?
- How do I introduce the topic or book when writing my opinion?
- Why should I supply reasons to support my opinion?
- How can I use linking words to connect my opinion and reasons?
- Why should I use a concluding statement or section when giving my opinion?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- **RI.2.8**
- **W.2.1**

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 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 (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Health/P.E.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

Performance Expectations
- Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
- Write opinion pieces that introduce the topic or book being written about, express 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.

Unit 12 Student Learning Objectives

Overall Learning Outcomes

Knowledge
- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Draft, edit, and publish free verse poetry
- Domain Assessment

Unit 12 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit