

Grade 2 ELA

Unit Title: Skills 1: The Cat Bandit / Knowledge 1: Fortunes and Feats: Fairy Tales and Tall Tales

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CI.2.2 Recount a text in oral and written form and determine the central message (in literary texts, e.g., fables and folktales from diverse cultures).

RL.CT.2.8 Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details within a text.

RL.TS.2.4 Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.CT.2.8 Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Writing Domain

W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C. Use transitional words to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.

Language Domain

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, igh
- L.WF.2.2** – Demonstrate command of the conventions of encoding and spelling. Includes: position-based patterns (ch/-tch, k/-ck, -ge/-dge), complex blends, vowel teams, vowel-r combos, contractions, homophones, plurals/possessives, multisyllabic patterns, prefixes/suffixes, and irregular words.

L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. Capitalize holidays, product names and geographic names.

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
- B. Regular two- and three-syllable words that:

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- i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- C. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

Speaking and Listening Domain

SL.PE.2.1 Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups

SL.PE.2.1a Follow agreed upon norms 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)

SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
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.	Technology has changed the way people live and work. Various tools

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8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.	can improve daily tasks and quality of life.
<u>Central Idea/Enduring Understanding:</u> Knowledge: Exploration of the characteristics of fairy tales and tall tales through classic stories. The importance of story elements, character challenges, themes, and lessons, as well as the use of exaggeration and larger-than-life characters. Writing and grammar skills through sentence construction, combining sentence fragments, and composing a friendly letter in response to literature. Skills: Spellings with an emphasis on consonant sounds, high-frequency Tricky Words, and one and two syllable words.		<u>Essential/Guiding Question:</u> Knowledge: How do readers use key details and evidence from a text to determine its central message and compare different versions of a story? Skills: How do readers and writers use their knowledge of letters, sounds, words, and language conventions to read, write, and communicate effectively?
<u>Content:</u> Knowledge: Elements of Fairy Tales Elements of Tall Tales Concept of exaggeration Compare and Contrast stories Compare and Contrast characters Story grammar-plural nouns Narrative Writing Friendly letter Rewriting a classic tale Active listening Purpose Audience Skills: Short vowel sounds One- and two-syllable words High-frequency Tricky Words Suffixes -ing and -ed Spelling grade level words Capitalization and Punctuation		<u>Objectives:</u> Knowledge: Demonstrate understanding of the fairy tale and tall tale genres, including the concept of exaggeration Identify a purpose for listening Identify regular and irregular plural nouns Compare and contrast two tall tales using a Venn diagram Compare and contrast two characters using a Venn diagram Practice 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 the CKLA Grade 1 curriculum Read and write one- and two-syllable words Read and spell words with suffixes -ing and -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
<u>Interdisciplinary Connections:</u> Visual and Performing Arts 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. Social Studies 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.		

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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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Turn and Talk
 Think-Pair-Share
 Think-Write-Share
 Conferring
 Modeling
 Match letters to sounds- hands on and listening activities (sorts, listening and writing, and matching).
 Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.
 Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.)
 Apply and/or explain grammatical rules to read and spell words with suffixes –ing and –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.
 Demonstrate understanding through multimedia projects (posters, videos, audio recordings, demonstrations, etc.)
 Apply exaggeration to writing.
 Distinguish and identify 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.

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title Skills 2: Bedtime Tales / **Knowledge 2:**The Birthplace of Democracy: Ancient Greece

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CI.2.2 Recount a text in oral and written form and determine the central message (in literary texts, e.g., fables and folktales from diverse cultures).

RL.CT.2.8 Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details within a text.

RL.TS.2.4 Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.PP.2.5 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

Writing Domain

W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements.

A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

C. Use transitional words to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experience and events.

E. Provide a conclusion or sense of closure related to the narrated experiences or events.

Language Domain

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh

L.WF.2.2 Demonstrate command of the conventions of encoding and spelling.

Includes: position-based patterns (ch/-tch, k/-ck, -ge/-dge), complex blends, vowel teams, vowel-r combos, contractions, homophones, plurals/possessives, multisyllabic patterns, prefixes/suffixes, and irregular words.

L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. Capitalize holidays, product names and geographic name

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- D. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- E. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- F. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- G. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.

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- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.	

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8.2.2.ITH.3	Identify how technology impacts or improves life.	Innovation and improvement of existing technology involves creative thinking.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.	The availability of technology for essential tasks varies in different parts of the world.
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.	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants , and animals.

<u>Central Idea/Enduring Understanding:</u> Knowledge: Ancient Greece was made up of independent city-states whose ideas about government, philosophy, mythology, and culture continue to influence the world today. By researching, analyzing information, and using evidence to write and communicate clearly, students develop a deeper understanding of how the past shapes the present. Skills: Foundational phonics and spelling skills, including grade 1 spelling patterns, vowel sounds, decoding one- and two-syllable words and contractions, high-frequency (tricky) words, and reading decodable texts. It also introduces the use of quotation marks and the writing process for composing narrative pieces.	<u>Essential/Guiding Question:</u> Knowledge: How did the people, leaders, and city-states of ancient Greece shape history, and what can we learn from their choices today? Skills: How do strong readers and writers use letters, sounds, words, and punctuation to understand texts and create meaningful stories?
<u>Content:</u> Knowledge: Key vocabulary Predictions Importance of greek leaders Importance of greek events Opinion paragraph Opinion piece Active listening Purpose Audience Skills: Letter-sound correspondences One- and two- syllable words Short and long vowels Contractions Tricky words Quotation marks Compose a narrative	<u>Objectives:</u> Knowledge: Demonstrate understanding of key vocabulary Make predictions about what will happen in a text Draft a short opinion paragraph Compare and contrast the way of life in two Greek city-states Determine the importance of various leaders and events in ancient Greece 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
<u>Interdisciplinary Connections:</u> Visual and Performing Arts 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. Social Studies	

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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).

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

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/PE

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.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk

Think-Pair-Share

Conferring

Modeling

Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching).

Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.

Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.)

Apply and/or explain grammatical rules to read and spell words with "magic e", vowel teams, r-controlled vowels, long vowels, suffix endings, and contractions.

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

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Read, write, and pronounce words with past tense suffix –ed (pronounced three different ways). Write sentences with correct capitalization and punctuation. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Make predictions in oral conversation as well as writing. Draft short opinion writing paragraphs. Compare and contrast two ways of life in two Greek city-states. Determine the importance of various leaders and events in ancient Greece. Write an opinion piece.			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skill 3: Kids Excel / **Knowledge 3:** Legends and Heroes: Greek Myths

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CI.2.2 Recount a text in oral and written form and determine the central message in literary texts (e.g. fables and folktales from diverse cultures).

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

Grade 2 ELA

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.CR.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a literary text.

RI.CR.2.1 Ask and answer questions to demonstrate understanding of the key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.TS.2.4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Writing Domain

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.WP.2.4 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C. Use transitional words to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Language Domain

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.WF.2.1 Demonstrate command of the conventions of writing

L.WF.2.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 ELA

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

B. Write the most common graphemes (letters or letter groups) for each phoneme,

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms 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).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
8.2.2.ITH.3	Identify how technology impacts or improves life.	Technology has changed the way people live and work. Various tools

Grade 2 ELA

8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.	can improve daily tasks and quality of life.
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.	Innovation and the improvement of existing technology involves creative thinking.
<u>Central Idea/Enduring Understanding:</u> Knowledge: Myths share universal themes and teach lessons that have been passed down through generations. By analyzing story elements, sequencing events, making predictions, summarizing texts, and writing narratives with clear grammar and organization, students become stronger readers, writers, and critical thinkers. Skills: This unit develops literacy skills through vowel spelling alternatives, tricky spellings, personal narrative writing, and grammar concepts including capitalization, quotation marks, ending punctuation, and common and proper nouns. It also introduces synonyms and antonyms while assessing progress toward grade-level reading and writing skills.		<u>Essential/Guiding Question:</u> Knowledge: What makes a myth a meaningful story, and how can understanding its elements help us create our own fictional narratives? Skills: How do strong readers and writers use words, grammar, and the writing process to communicate ideas clearly and create meaningful personal narratives?
<u>Content:</u> Knowledge: Types of fiction Characteristics of Greek myths Key vocabulary Sequence events Make predictions Graphic organizers Plan and draft Revise and edit Publish and present Fictional narrative Active listening Purpose Audience Skills: Letter-sound correspondences Short and long vowels Tricky spelling Tricky words Capitalization and punctuation Quotation marks Common and proper nouns Antonyms Synonyms Verbs Compose a personal narrative		<u>Objectives</u> 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, revise, edit, publish, and present a fictional narrative Collect and synthesize information using 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

Grade 2 ELA

Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community..

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,

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk

Think-Pair-Share

Conferring

Modeling

Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.

Apply "magic e" sound and spelling grammatical rules to reading and writing activities.

Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching).

Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.)

Apply and/or explain grammatical rules to read and spell words with short and long vowel sounds, vowel teams, digraphs.

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Grade 2 ELA

Practice spelling grade-level words correctly through daily tasks and homework. Use capitalization, quotation marks, and ending punctuation correctly. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Identify and use common and proper nouns using different activities (capitalization hunt, hands on sorting games, songs). Identify and use irregular plural nouns. Use apostrophes to show possession. Use past and present tense of verbs. Identify and use synonyms and antonyms using different activities (videos, word walls, thesaurus toss, sentence stretch). Sequence story events using storyboards, dry erase boards, flash cards, and scrambled steps game. Use a Venn diagram to compare and contrast stories Plan, draft, edit and publish a fictional narrative			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries.

Grade 2 ELA

Unit Title: Skills 4: The Job Hunt / Knowledge 4: Our Planet: Cycles in Nature

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

- RI.CR.2.1** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.IT.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RI.CT.2.8** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- RI.PP.2.5** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RI.MF.2.6** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.TS.2.4** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RL.TS.2.4** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RL.PP.2.5** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Writing Domain

- W.AW.2.1** With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.IW.2.2** Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.NW.2.3** Write narratives based on real or imagined experiences or events with basic story elements.

Language Domain

- L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- L.WF.2.2.** Demonstrate command of the conventions of encoding and spelling.
- A. Regular, single-syllable words that include: Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - i. Complex consonant blends (scr, str, squ).
 - ii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iii. Vowel-r combinations (turn, star, third, four/for).
 - iv. Contractions (we'll; I'm; they've; don't).
 - v. Homophones (bear, bare; past, passed).
 - vi. Plurals and possessives (its, it's).
 - B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
 - C. Words with suffixes that require:

Grade 2 ELA

- i. consonant doubling (penning, slimmed).
- ii. dropping silent-e (smiled, paving).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.

Grade 2 ELA

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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
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.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.	
<u>Central Idea/Enduring Understanding:</u> Knowledge: This unit explores the interconnected natural cycles that sustain life on Earth, including seasonal, plant, animal, insect, and water cycles, while incorporating nature poetry to deepen scientific understanding. It develops research, note-taking, summarizing, and informative writing skills through the study of scientific phenomena and life cycles, while strengthening grammar through reflexive pronouns, adverbs, sentence types, and sentence expansion with conjunctions. Skills: This unit builds literacy skills through additional vowel spelling alternatives and tricky spellings, persuasive writing in the form of a friendly letter, and grammar concepts including singular and plural nouns, common and proper nouns, irregular plural nouns, action verbs, and <i>to be</i> verbs.		<u>Essential/Guiding Question:</u> Knowledge: How can observations, research, and evidence help us understand and explain the life cycle of living things? Skills: How do writers use spelling, grammar, punctuation, and the writing process to create a clear and persuasive message?
<u>Content:</u> Knowledge: Key vocabulary Synthesize information Note-taking skills Shared research project Recording observations Informative paragraph Life cycle of a frog Active listening Purpose Audience Skills: Alternative vowel spellings Capitalization and punctuation Quotation marks Irregular plural nouns		<u>Objectives</u> Knowledge: Demonstrate understanding of key vocabulary Collect and synthesize information using note-taking tools Participate in a shared research project by recording observations of scientific phenomena Write an informative paragraph using facts gathered about the life cycle of a frog Skills: Read and write words with alternative vowel spellings Use capitalization, quotation marks, and ending punctuation correctly Identify and use irregular plural nouns Use apostrophes to show possession Use titles such as Mr. and Mrs., as well as other proper nouns Use the past and present tense of the verb <i>to be</i> Use the writing process to compose a persuasive letter

Grade 2 ELA

Apostrophes Titles- Mr. and Mrs. Proper nouns Past and present verbs Persuasive Letter	
<u>Interdisciplinary Connections:</u> Visual and Performing Arts 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. Science 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. 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Health/PE 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).	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA End of Unit Assessments-skills and knowledge Benchmark Assessments • DIBELS • Oral Reading Fluency	<u>Other Evidence:</u> Alternative Assessment: • Data Notebooks • Visual Representations • Graphic organizers • Orally administered assessments • Writing Assessments • NWEA MAP
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Turn and Talk Think-Pair-Share Conferring Modeling Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching). Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats. Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.) Apply and/or explain grammatical rules to read and spell words with short and long vowel sounds, vowel teams, digraphs.	<u>Resources:</u> ELA • CKLA LGBTQ and Disabilities Resources: • Respect Ability: Fighting Stigmas, Advancing Opportunities DEI Educational Resources: • Learning for Justice • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.

Grade 2 ELA

Use capitalization, quotation marks, and ending punctuation correctly. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Identify and use irregular plural nouns. Use apostrophes to show possession. Use past and present tense of verbs. Compose a persuasive letter.			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skills 5: Sir Gus / Knowledge 5: Butterflies, Bees, and Beetles: Insects

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

RL.PP.2.5 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

Writing Domain

W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements.

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.

Language Domain

Grade 2 ELA

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.WF.2.1 Demonstrate command of the conventions of writing

L.WF.2.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for common vowel teams.

- A. Decode regularly spelled two-syllable words with long vowels.
- B. Decode words with common prefixes and suffixes.
- C. Identify words with inconsistent but common spelling-sound correspondences.
- D. Recognize and read grade-appropriate irregularly spelled words.
- E. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- F. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme,

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.

Grade 2 ELA

9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
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.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of 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.	Innovation and the improvement of existing technology involves creative thinking.

Central Idea/Enduring Understanding: Knowledge: This unit explores the characteristics, life cycles, behaviors, and ecological roles of insects, including social insects and species that glow or sing, while examining their benefits and challenges. It also develops research, note-taking, opinion writing, and argumentation skills, while strengthening grammar through collective nouns, sentence types, and sentence expansion using conjunctions. Skills: This unit strengthens foundational literacy skills through vowel spelling alternatives, the schwa sound, and multisyllabic word decoding. It reinforces grammar concepts, including adjectives, subjects, and predicates, while developing narrative writing through the writing process and assessing progress toward grade-level foundational skills.	Essential/Guiding Question: Knowledge: How can evidence from a text help us develop, support, and communicate our opinions effectively? Skills: How do strong readers and writers use word knowledge, grammar, and the writing process to create clear and engaging stories?
Content: Knowledge: Key vocabulary Deepen comprehension Cite evidence Plan and draft Revise	Objectives: Knowledge: Demonstrate understanding of key vocabulary Plan, draft, revise, and publish an opinion piece Deepen comprehension of and cite evidence from a text Skills:

Grade 2 ELA

Publish Opinion piece Active listening Purpose Audience Skills: Alternative vowel spelling Alphabetize words Words with schwa sounds Subject and predicate Adjectives Capitalization and punctuation Grammar Suffix -tion Alternative ending to story	Read and write words with alternative vowel spellings Alphabetize words Read and write words with /ə/ (schwa) sounds Identify the subject and predicate of complete sentences Understand and use adjectives in sentences Use correct capitalization, punctuation, and grammar in writing Read and write words with suffix –tion Use the writing process to compose a different ending to a story from the Reader
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

MP.2: Reason abstractly and quantitatively.

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/PE

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).

PS2.3.2.3: 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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk
Think-Pair-Share
Conferring
Modeling

Resources:

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)

Grade 2 ELA

Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching). Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats. Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.) Oral Language Games Apply and/or explain grammatical rules to read and spell words with ending /l/, schwa sounds, different syllable types, tricky spellings, nouns, verbs, suffix endings, and past and present tenses. Write complete sentences with subjects and predicates. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Plan, draft, revise, and publish an opinion piece. Cite evidence to support and explain reasoning for answers, predictions, etc. Compare and contrast properties of different insects.	• NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 2 ELA

Unit Title: Skills 6: War of 1812 / Knowledge 6: A House Divided: The American Civil War

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.PP.2.5 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Writing Domain

W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information

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.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Language Domain

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.WF.2.1 Demonstrate command of the conventions of writing

L.WF.2.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- H. Read grade-level text with purpose and understanding.
- I. Read grade-level text orally with accuracy, appropriate rate, and expression.
- J. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme,

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade 2 ELA

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
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.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of 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.	Innovation and the improvement of existing technology involves creative thinking.
Central Idea/Enduring Understanding: Knowledge: This unit examines the causes, key events, and lasting impact of the American Civil War, including conflicts over slavery and the contributions of influential figures such as Abraham Lincoln, Harriet		Essential/Guiding Question: Knowledge: How did the people, events, and outcomes of the Civil War shape the United States, and how can evidence help us understand their impact?

Grade 2 ELA

Tubman, Clara Barton, Ulysses S. Grant, Robert E. Lee, and Joseph De Castro. It also develops historical writing through timelines, record-keeping, and informative paragraphs while strengthening grammar skills with sentence types and sentence structure. Skills: This unit strengthens foundational literacy skills through advanced vowel and consonant spelling patterns, grammar concepts including adverbs and sentence structure, and expository (report) writing. It also assesses mastery of grade-level foundational skills in preparation for Grade 3.	Skills: How do strong readers and writers use word knowledge, grammar, note-taking, and the writing process to create clear and informative reports?
Content: Knowledge: Key vocabulary Life and contributions of Harriet Tubman Purpose of Underground Railroad Adult life of Abraham Lincoln Lincoln's role in Civil War Union's victory uniting country Ending Slavery Civil War timeline and record book Citing evidence from a text Edit and revise Publish Informative paragraph Active listening Purpose Audience Skills: Tricky words Alternative vowel and consonant spellings Alphabetize words to second letter Use adverbs Complete and incomplete sentences Run-on sentences Capitalization and punctuation Grammar Take notes on text Multi-paragraph report	Objectives: Knowledge: Demonstrate understanding of key vocabulary Describe the life and contributions of Harriet Tubman Understand the purpose of the Underground Railroad Describe the adult life of Abraham Lincoln and understand the importance of his role in the Civil War Explain that the Union's victory reunited the North and South as one country and ended slavery Identify and record relevant information in a Civil War timeline and Civil War record book Deepen comprehension by citing evidence from a text Edit, revise, and publish an informative paragraph Skills: Read and write words with Tricky Spellings, as well as alternative vowel and consonant spellings Alphabetize words 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 on a text Use the writing process to compose a multi-paragraph report
Interdisciplinary Connections: Visual and Performing Arts 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 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.	

Grade 2 ELA

- 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.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.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.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.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk
 Think-Pair-Share
 Conferring
 Modeling
 Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching).
 Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.
 Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.)
 Practice spelling grade-level words correctly through daily tasks and homework.
 Use capitalization, quotation marks, and ending punctuation correctly.

Resources:

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Grade 2 ELA

Write complete sentences with subjects and predicates. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Describe the life and contributions of multiple historical figures through oral conversation and writing. Explain, describe, and create timelines to understand historical events. Cite evidence to support and explain reasoning for answers, predictions, etc. Edit, revise, and publish an informative paragraph.			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Knowledge 7: Sounds and Stanza: Poetry

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CI.2.2 Recount a text in oral and written form and determine the central message in literary texts (e.g. fables and folktales from diverse cultures).

RL.TS.2.4 Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

Grade 2 ELA

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.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic

Language Domain

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVC syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

Grade 2 ELA

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the way he/she chooses to spend money.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
8.2.2.ITH.3	Identify how technology impacts or improves life.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.	

<b style="color: blue;">Central Idea/Enduring Understanding: Knowledge: This unit explores the elements of poetry through classic and contemporary poems, emphasizing sound, rhythm, rhyme, alliteration, anaphora, and personification. It develops literary analysis, creative writing, and language skills by examining	<b style="color: blue;">Essential/Guiding Question: Knowledge: How do poets use words, sounds, and poetic elements to communicate ideas, and how can those techniques help us create meaningful poems?
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Grade 2 ELA

poets' craft, composing original poems, generating questions and statements, and using conjunctions to expand sentences.	
Content: Knowledge: Poetry elements Onomatopoeia Rhyme Alliteration Personification Anaphora 5Ws - key details Write Revise Present Memory poem Active listening Purpose Audience	Objectives): Knowledge: Identify and discuss poetry elements in various poems Practice using poetry elements, including onomatopoeia, rhyme, alliteration, personification, and anaphora Write, revise, and present an original memory poem

Interdisciplinary Connections:

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.

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Stage 2: Assessment Evidence

Performance Task(s): Formative Assessments - Check for Understanding - Exit Pass Summative Assessments - CKLA End of Unit Assessments-skills and knowledge Benchmark Assessments - DIBELS - Oral Reading Fluency	Other Evidence: Alternative Assessment: - Data Notebooks - Visual Representations - Graphic organizers - Orally administered assessments - Writing Assessments - NWEA MAP
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Turn and Talk Think-Pair-Share Conferring Modeling Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching). Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.	<u>Resources:</u> LGBTQ and Disabilities Resources: Respect Ability: Fighting Stigmas, Advancing Opportunities DEI Educational Resources: Learning for Justice NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum
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Grade 2 ELA

Use capitalization, quotation marks, and ending punctuation correctly. Write complete sentences with subjects and predicates. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Write, revise, and present a memory poem Identify and create rhyming sequences Use the 5 W's to demonstrate understanding in a poem Generate questions and statements based on the material being used.	https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Knowledge 8: Journeys to America: Immigration

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Grade 2 ELA

RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

Writing Domain

W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements.

Language Domain

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).

Grade 2 ELA

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
8.2.2.ITH.3	Identify how technology impacts or improves life.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of 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.	Innovation and the improvement of existing technology involves creative thinking.
Central Idea/Enduring Understanding: Knowledge: This unit explores the lives and contributions of historical and contemporary individuals who created positive change in their communities, country, and world. It examines how ideas can inspire action while strengthening narrative writing through the writing process and developing grammar skills, including sentence types, conjunctions, appositives, temporal words, and descriptive language.		Essential/Guiding Question: Knowledge: How do readers use key details, an author's purpose, and evidence to understand, organize, and communicate important events?
Content: Knowledge: Key vocabulary		Objectives: Knowledge: Demonstrate understanding of key vocabulary

Grade 2 ELA

Cite evidence to answer questions Make connections Sequence information Deepen comprehension Synthesize information into short summaries Plan Draft Life as an immigrant in the U.S. Active listening Purpose Audience	Cite evidence from a text when answering questions Make connections and sequence information to deepen comprehension Collect information from Read-Alouds and synthesize it into short summaries Plan and draft a story describing a character's life as a new immigrant in the United States
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community..

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.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.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.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.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding

Other Evidence:

Alternative Assessment:

- Data Notebooks

Grade 2 ELA

• Exit Pass Summative Assessments • CKLA End of Unit Assessments-skills and knowledge Benchmark Assessments • DIBELS • Oral Reading Fluency	• Visual Representations • Graphic organizers • Orally administered assessments • Writing Assessments • NWEA MAP		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Turn and Talk Think-Pair-Share Conferring Modeling Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching). Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats. Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.) Write complete sentences with subjects and predicates. Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations). Cite evidence to support and explain reasoning for answers, predictions, etc. Make personal connections to the text through oral conversations, writing, and projects. Timelines to sequence information and deepen understanding. Collect and synthesize information from read aloud to create short summaries. Plan and draft a story describing a character's life as a new immigrant in the United States.		<u>Resources:</u> LGBTQ and Disabilities Resources: • Respect Ability: Fighting Stigmas, Advancing Opportunities DEI Educational Resources: • Learning for Justice • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are

Grade 2 ELA

Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Knowledge 9: Building Blocks: All About Nutrition

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

W.NW.2.3 Write narratives based on real or imagined experiences or events with basic story elements. **Language Domain**

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).

Grade 2 ELA

D. Most often used words in English:

- i. Irregular words (against, many, enough, does).
- ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

- A. Capitalize holidays, product names and geographic names.
- B. Supply adjectives in noun phrases to make them more precise or engaging.
- C. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- D. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- E. Use an apostrophe to form contractions and frequently occurring possessives.
- F. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.2.2.ITH.3	Identify how technology impacts or improves life.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.	

Grade 2 ELA

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.	Innovation and the improvement of existing technology involves creative thinking.
<u>Central Idea/Enduring Understanding:</u> Knowledge: This unit explores Anton van Leeuwenhoek's pioneering work with the microscope, the organization of the human body from cells to body systems, and the importance of nutrition and healthy habits. It also develops informative writing and presentation skills through research on healthy school lunches while strengthening sentence construction using descriptive details and conjunctions.		<u>Essential/Guiding Question:</u> Knowledge: How can evidence, observation, and information help us understand the human body and make healthy choices?
<u>Content:</u> Knowledge: Key vocabulary Cite evidence with answering questions Make connections Sequence information Deepen comprehension Record relevant information Write about nutritional benefits of school lunches around the world Active listening Purpose audience		<u>Objectives:</u> Knowledge: Demonstrate understanding of key vocabulary Cite evidence from a text when answering questions Make connections and sequence information to deepen comprehension Identify and record relevant information in My Human Body Journal Identify and write about nutritional benefits of school lunches from around the world
<u>Interdisciplinary Connections:</u> Visual and Performing Arts 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.. 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.		

Grade 2 ELA

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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk

Think-Pair-Share

Conferring

Modeling

Match letters to sounds through different hands on and listening activities (sorts, listening and writing, and matching).

Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.

Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.)

Use capitalization, quotation marks, and ending punctuation correctly.

Write complete sentences with subjects and predicates.

Call and Response

Demonstrate understanding through multimedia projects (posters, videos, audio recordings, and demonstrations).

Use graphic organizers to understand and explain sequencing.

Use graphic organizers, such as a Venn Diagram, to make connections between texts.

Using the questioning strategy, cite evidence in a text.

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Grade 2 ELA

Keep a journal to record relative information Use the writing process to write a persuasive essay			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks. Allow for translators, dictionaries

Unit Title: Knowledge 10: Taking Flight: The Age of Aviation

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

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.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Language Domain

Grade 2 ELA

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 2 ELA

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
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.	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given, literally.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
8.2.2.ITH.3	Identify how technology impacts or improves life.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of 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.	Innovation and the improvement of existing technology involves creative thinking.
Central Idea/Enduring Understanding: Knowledge: This unit explores the history and science of aviation through the achievements of pioneering aviators and the principles of flight, while examining the impact of aviation on society. It also develops research, informational writing, and presentation skills through the inquiry process, while strengthening sentence construction by combining and expanding sentences with conjunctions.		Essential/Guiding Question: Knowledge: How can research, evidence, and informational writing help us understand and communicate the contributions of notable aviators?
Content: Knowledge: Key vocabulary Cite evidence when answering questions Research process		Objectives: Knowledge: Demonstrate understanding of key vocabulary Cite textual evidence when answering questions

Grade 2 ELA

Brainstorm and ask questions Collect and synthesize information Note-taking skills Informational writing about notable aviator Active Listening Purpose Audience	Participate in the research process by brainstorming and asking questions Collect and synthesize information using note-taking tools Write an informational text about a notable aviator
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community..

Social Studies

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

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.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.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.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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments-skills and knowledge

Benchmark Assessments

- DIBELS
- Oral Reading Fluency

Other Evidence:

Alternative Assessment:

- Data Notebooks
- Visual Representations
- Graphic organizers
- Orally administered assessments
- Writing Assessments
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk
Think-Pair-Share
Conferring
Modeling skills
Sorting, listening and writing, and matching letters and sounds.
Read, write, and spell vowel sounds and Tricky Words on multiple tactile formats.
Read and write one- and two-syllable words using hands on strategies (tapping, clapping, chopping, etc.)
Write complete sentences with subjects and

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)

Grade 2 ELA

predicates on whiteboards. Multimedia projects (posters, videos, audio recordings, and demonstrations). Use the questioning strategy to cite texts Brainstorming Asking questions, collecting information and taking notes Writing process to write an informational text		https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Pacing Guide

Content	Resources	Standards
UNIT 1: Marking Period 1		
Skills: Spelling, high frequency tricky words, one and two-syllable words, handwriting 27 Days Knowledge: Fortunes and Feats: Fairy Tales and Tall Tales (Read Aloud) 16 Days	CKLA Student Performance Assessment Unit Online Assessment Culminating Activities	Standards RL.CI.2.2 RL.CT.2.8 RL.IT.2.3 RL.TS.2.4 RL.CT.2.8. W.NW.2.3 L.VI.2.3. L.WF.2.1.. L.WF.2.2 L.WF.2.3

Grade 2 ELA

		L.RF.2.3. L.RF.2.4. L.WF.2.2. L.WF.2.3. SL.PE.2.1 SL.PE.2.1a SL.II.2.2 SL.ES.2.3 SL.PI.2.4
UNIT 2: Marking Period 1		
Skills: Various spellings with vowel sounds, one and two-syllable words, contractions, quotation marks, writing process-narrative and opinion, handwriting 21 Days Knowledge: The Birthplace of Democracy: Ancient Greece 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RL.CI.2.2 RL.CT.2.8 RL.IT.2.3 RL.TS.2.4 RL.CT.2.8. RL.PP.2.5 RI.PP.2.5 W.NW.2.3 L.VI.2.3. L.WF.2.1. L.WF.2.2 L.WF.2.3 L.RF.2.3. L.RF.2.4. L.WF.2.2. L.WF.2.3. L.WF.2.3. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5.
UNIT 3: Marking Period 1-2		
Skills: Letter-sound correspondences, short and long vowels, tricky spellings, capitalization, punctuation, quotation marks, nouns, antonyms, synonyms, verbs, writing process-personal narrative, handwriting. 30 Days Knowledge: Legends and Heroes: Greek Myths 16 Days	CKLA Student Performance Assessment Domain Assessment Culminating Activities	Standards RL.CI.2.2 RL.CT.2.8. RL.IT.2.3. RL.PP.2.5. RI.PP.2.5. RL.CR.2.1 RI.CR.2.1 RL.TS.2.4. RL.PP.2.5. W.NW.2.3. W.WP.2.4 W.SE.2.6 W.AW.2.1. L.VI.2.3. L.WF.2.1 L.WF.2.2

Grade 2 ELA

		L.WF.2.3. L.RF.2.3 L.RF.2.4. L.WF.2.1. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5.
UNIT 4: Marking Period 2		
Skills: Alternative vowel spellings, capitalization, punctuation, quotation marks, irregular plural nouns, titles, past and present tenses, writing process-persuasive letters. 30 Days Knowledge: Our Planet: Cycles in Nature 16 Days	CKLA Unit Assessment Domain Assessment Research Project Culminating Activities	Standards RI.CR.2.1 RI.IT.2.3 RI.CT.2.8 RI.PP.2.5 RI.MF.2.6 RI.AA.2.7 RI.TS.2.4 RL.PP.2.5 W.NW.2.3 L.RF.2.3. L.RF.2.4. L.WF.2.2. L.WF.2.3. SL.PE.2.1. . SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5. SL.AS.2.6.
UNIT 5: Marking Period 2		
Skills: Alphabetize words, schwa sound, subject and predicate, adjectives, -tion words, writing process-different ending, capitalization, punctuation, grammar in writing, writing process-opinion 35 Days Knowledge: Butterflies, Bees, and Beetles: Insects 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RI.CT.2.8 RL.PP.2.5 RI.PP.2.5 W.IW.2.2 W.NW.2.3 W.WR.2.5 L.VI.2.3. L.WF.2.1 L.WF.2.2 L.WF.2.3. L.RF.2.4. L.WF.2.1. L.WF.2.2. L.WF.2.3. RL.PP.2.5. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4.

Grade 2 ELA

		SL.AS.2.6. .
UNIT 6: Marking Period 2-3		
Skills: read and write words: tricky spellings, vowel and consonant alternative spellings, alphabetize to the second letter, adverbs, complete and incomplete sentences, run-on sentences, take notes on a text, writing process-compose a multiparagraph report, capitalization, punctuation, grammar, 21 Days Knowledge: A House Divided: The American Civil War 16 Days	CKLA Student Performance Assessment Domain Assessment	Standards RI.AA.2.7 RI.CT.2.8 RI.IT.2.3 RL.PP.2.5 RI.PP.2.5 W.IW.2.2 W.WR.2.5 W.SE.2.6. L.VI.2.3. L.WF.2.1 L.WF.2.2 L.WF.2.3. L.RF.2.3. . L.WF.2.1. L.WF.2.2. L.WF.2.3.. RL.PP.2.5. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5. SL.AS.2.6.
UNIT 7 : Marking Period 3		
Skills: read and write words: tricky spellings, vowel and consonant alternative spellings, alphabetize to the second letter, adverbs, complete and incomplete sentences, run-on sentences, take notes on a text, writing process-compose a multiparagraph report, capitalization, punctuation, grammar, 21 Days Knowledge: Sounds and Stanzas: Poetry 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RL.CI.2.2 RL.TS.2.4 RI.MF.2.6 W.WR.2.5 W.SE.2.6. L.RF.2.3. L.RF.2.4. L.WF.2.2. L.WF.2.3. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5. SL.AS.2.6.
UNIT 8 : Marking Period 3		
Skills: read and write words: tricky spellings, vowel and consonant alternative spellings, alphabetize to the second letter, adverbs, complete and incomplete sentences, run-on sentences, take notes on a text, writing	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RI.IT.2.3 RI.CT.2.8 RI.PP.2.5 I RI.MF.2.6 RI.AA.2.7

Grade 2 ELA

process-compose a multiparagraph report, capitalization, punctuation, grammar, 21 Days Knowledge: Journeys to America: Immigration 16 Days		RI.TS.2.4 W.NW.2.3 L.RF.2.3. L.RF.2.4. L.WF.2.2. L.WF.2.3. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5. SL.AS.2.6.
UNIT 9 : Marking Period 3-4		
Skills: read and write words: tricky spellings, vowel and consonant alternative spellings, alphabetize to the second letter, adverbs, complete and incomplete sentences, run-on sentences, take notes on a text, writing process-compose a multiparagraph report, capitalization, punctuation, grammar, 21 Days Knowledge: Building Blocks: All About Nutrition 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RI.IT.2.3 RI.MF.2.6 W.NW.2.3 L.RF.2.3. L.RF.2.4. L.WF.2.2. L.WF.2.3. SL.PE.2.1. SL.II.2.2. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5. SL.AS.2.6.
UNIT 10 : Marking Period 4		
Skills: read and write words: tricky spellings, vowel and consonant alternative spellings, alphabetize to the second letter, adverbs, complete and incomplete sentences, run-on sentences, take notes on a text, writing process-compose a multiparagraph report, capitalization, punctuation, grammar, 21 Days Knowledge: Taking Flight: The Age of Aviation 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RI.IT.2.3 RI.MF.2.6 W.WP.2.4. W.WR.2.5. W.SE.2.6. W.RW.2.7 L.RF.2.4. L.WF.2.2. L.WF.2.3 SL.PE.2.1. SL.ES.2.3. SL.PI.2.4. SL.UM.2.5. SL.AS.2.6.