



**Totowa Public Schools**

**English Language Arts**

**Grade 2**

**Aligned to NJSLA 2020**

**BOE Adopted: 08/31/2022**

**Revised: 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
You are Here	8 Weeks	Lesson satisfy AAPI
Nature's Wonder	6 Weeks	Lessons in this unit satisfy Climate Change Mandate
Our Traditions	8 Weeks	Lessons satisfy DEI Mandate
Making a Difference	6 Weeks	Lessons satisfy Holocaust, Amistad, DEI
Our Incredible Earth	8 Weeks	Lessons in this unit satisfy Climate Change Mandate
		<a href="#">Curricular Mandate List</a>

<b>Unit Title</b>	You are Here
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this introductory unit, students read to answer the essential question: "How do different places affect us?" They think about what it means to live in a community and how community members can improve their neighborhoods. Students read a variety of texts to compare different places. They practice making predictions based on close reading notes and then revise their predictions as the story progresses. As they learn about the experiences of others, they share their own stories of visiting or moving to a new place, using descriptive language in their retelling or writing to help the audience understand the place. At the end of the unit, students discuss how new places can help us to grow and change.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do different places affect us?</li> <li>• What can we understand about a place when we look at it closely?</li> <li>• How does living in a community help people? How do different places make us feel?</li> <li>• How can people improve their neighborhoods?</li> <li>• How can a new place help us change and grow?</li> <li>• What do readers do in reading workshop?</li> <li>• What do writers do in writing workshop?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Readers know how to select books from different genres at their just-right level.</li> <li>• Readers discuss their books with others to gain deeper understanding.</li> <li>• Readers use text features and graphics to find information.</li> <li>• Writers can communicate knowledge to others through an informational writing.</li> <li>• Writers can communicate their experiences to others through narrative writing.</li> </ul>

<p><b>Learning Outcomes</b></p>	<p>READING</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text</li> <li>• Identify the main topic and retell key details of a text</li> <li>• Make and confirm predictions about plot</li> <li>• Describe how characters in a story respond to major events (experiencing a new place)</li> <li>• <i>The Name Jar</i> - AAPI</li> </ul> <p>WRITING</p> <ul style="list-style-type: none"> <li>• Write a narrative or informational text that uses descriptive details to create a sense of "place"</li> </ul> <p>LANGUAGE</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, grammar, and spelling when writing</li> </ul> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> <li>• Follow agreed-upon rules in discussions such as taking turns; build on the remarks of others</li> <li>• Recount an experience with appropriate facts and descriptive details, using coherent sentences and appropriate vocabulary</li> </ul>
<p><b>Phonics</b></p>	<p>Phonological Awareness: Long and Short Vowels  Phonological Awareness: Long and Short Vowels  Phonological Awareness: Rhyming Words  Phonological Awareness: Add and Remove  Phonics: Long and Short Vowels  Phonics: Long Vowels CVCe  Phonics: Consonant Blends  Phonics: Consonant Digraphs ch, sh, wh, th,ph; Trigraph tch  Inflected Endings -s, -es, -ed, -ing  Phonics: r-Controlled Vowels ar, or, ore, oar</p>
<p><b>High Frequency Words</b></p>	<p>which, each, than, called, long, most, more, things, sound, also, large, small</p>

**Assessment Evidence**

<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.  Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>

**Resources to Promote Learning**

<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, <i>Readings: How Many Stars in the Sky?, Maybe Something Beautiful, from Places We Go, Poetry, You Can’t Climb a Cactus, The Name Jar - AAPI ,</i> <a href="#">Approved Class Resource List</a>
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**Content & Interdisciplinary Standards**

**2016 New Jersey Student Learning Standards for English Language Arts**

## Reading: Literature

### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

## Reading: Informational Text

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### Reading: Foundational Skills

##### Phonics and Word Recognition

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know spelling-sound correspondences for additional common vowel teams.
  - b. Decode regularly spelled two-syllable words with long vowels.
  - e. Recognize and read grade-appropriate irregularly spelled words.

##### Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.

##### Writing

###### Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### Speaking and Listening

#### Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.2.1.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).
  - SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

### Language

#### Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1a. Use collective nouns (e.g., group).
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



- L.2.2a. Capitalize holidays, product names, and geographic names.
- L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2.e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

#### Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

**Interdisciplinary / 21st Century Connections**

<p><b>Connections and Skills</b></p>	<ul style="list-style-type: none"> <li>• Critical thinking &amp; Problem Solving</li> <li>• Collaboration and Team Work</li> <li>• Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> </ul>
<p><b>Health and PE</b></p>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>SEL</b>	<ul style="list-style-type: none"> <li>• Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>• Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>
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<b>Unit Title</b>	Nature's Wonders
<b>Unit Duration</b>	6 Weeks
<b>Unit Summary &amp; Rationale</b>	<p><i>In this unit, students read informational texts to answer the essential question, "What patterns do we see in nature?" Students read texts in a variety of genres (informational texts, fiction texts and realistic fiction texts) for a sustained period of time and learn to recognize the structure of these texts. Topics include patterns in observable nature such as seasons, migration, and plant and animal life cycles. Students will read informational texts throughout this unit and establish a purpose for reading. In writing, students will write a list article (a type of informative writing in which authors list numbered details that support a main idea). Students will study how writers write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.</i></p>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What patterns do we see in nature?</li> <li>• What patterns can we see on a prairie?</li> <li>• How does a tree show patterns as seasons change?</li> <li>• How do patterns of behavior in animals help keep their young safe?</li> <li>• How can we learn about the world by reading informational texts?</li> <li>• What migration patterns do we see in some animals?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can we use text features to locate details in an informational texts?</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Readers make meaning of informational texts to gain new knowledge.</li> <li>• Readers use the structure of informational text and text features to determine key ideas.</li> <li>• Writers communicate information to the reader by adding details (using both words and graphics)</li> </ul>
<p><b>Learning Outcomes</b></p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions to demonstrate in-depth understanding of the key details of an informational text</li> <li>• Analyze the structure of an informational text</li> <li>• Determine key ideas</li> <li>• Determine and clarify the meaning of unknown words by using context clues and the glossary</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write an informational list article in which they develop a plan, include details that support a main idea, and use text features to enhance meaning</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Collaborate with peers to discuss the information that is presented in a range of texts</li> </ul> <p><b>INFORMATIONAL TEXT</b></p> <ul style="list-style-type: none"> <li>• Text structure of informational texts</li> <li>• Text features to find key details</li> <li>• Asking and answering questions using content/specific vocabulary</li> <li>• Determining key ideas</li> <li>• Making and confirming predictions</li> </ul>

	<p>REALISTIC FICTION</p> <ul style="list-style-type: none"> <li>• Setting and plot</li> <li>• Visualizing details</li> </ul> <p>FICTION</p> <ul style="list-style-type: none"> <li>• Describing and understand characters</li> </ul> <p>Read and discuss Infographics: See How They Grow, Grassy Places, Circles of Seasons, Animals and Their Young, and Animals on the Move</p> <p><b><u>Climate Change – How have migration patterns changed due to climate and geography changing?</u></b></p>
<b>Phonics</b>	<p>Phonological Awareness: Add and Remove Sounds  Phonological Awareness: Recognize Changes in Words  Phonological Awareness: Change Sounds in Base Words  Phonics: Contractions  Phonics: Long a: ai, ay, ea  Phonics: Vowel Digraph ie  Phonics: Compound Word  Phonics: Long e: ee, ea, ey, y  Phonics: Long o: o, oa, ow</p>
<b>High Frequency Words</b>	different, between, even, kind, change, air, animal, point, study, country, city, school
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from

	leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.  Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform  Readings - <i>A Green Kid’s Guide to Watering Plants, A Home on the Prairie, The Seasons of Arnold’s Apple Tree, What’s in the Egg, Little Pip?, Amazing Migrations</i> <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	
<p>Reading: Literature  NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>• RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</li> </ul>	

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

#### Reading: Informational Text

##### Key Ideas and Details

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

#### Reading: Foundational Skills

##### Phonics and Word Recognition

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know spelling-sound correspondences for additional common vowel teams.
  - b. Decode regularly spelled two-syllable words with long vowels.
  - e. Recognize and read grade-appropriate irregularly spelled words.

##### Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening

##### Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.2.1.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).
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### Language

##### Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1a. Use collective nouns (e.g., group).
- L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2a. Capitalize holidays, product names, and geographic names.
- L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.

#### Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

**Interdisciplinary / 21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking &amp; Problem Solving</li> <li>• Collaboration and Teamwork</li> <li>• Information and Media Literacy</li> </ul>
<b>Health and PE</b>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</li> <li>• 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.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</li> </ul>
<b>SEL</b>	<p><b><u>Responsible Decision-Making</u></b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>
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<b>Unit Title</b>	Our Traditions
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students read texts about the traditions of people from around the world as they explore the essential question, "What makes a tradition?" Fables, folktales and legends are introduced; students learn the elements of each. Students see how traditional stories can be told in different ways by comparing and contrasting two versions of the same tale. In writing, students learn the characteristics and structure of poetry and explore the use of description, sensory details and word choice for effect. They also incorporate figurative language such as similes and alliteration in their poetry.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What makes a tradition?</li> <li>• What are characteristics of traditional tales?</li> <li>• What is the purpose of traditional tales?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why are they shared across generations?</li> <li>• How can a traditional story be told in different ways?</li> <li>• What lessons can we learn from traditional tales?</li> <li>• What stories do people tell to understand the world around them?</li> <li>• How do poets use sensory details and word choice for effect?</li> <li>• What makes a Native American tradition?</li> <li>• How does food help make a tradition?</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Readers use story elements to identify common types of traditional tales, including folktales, fables, and legends.</li> <li>• Readers know traditional tales are cultural and can be told in different ways.</li> <li>• Writers use sensory details and word choice to write poems that appeal to the senses.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>READING</p> <ul style="list-style-type: none"> <li>• Use key ideas to determine the theme of a fable, folktale or legend</li> <li>• Compare and contrast two versions of the same traditional tale</li> </ul> <p>WRITING</p> <ul style="list-style-type: none"> <li>• Identify different structures and patterns of poetry</li> <li>• Use sensory details and effective word choice to create a visual image</li> <li>• Incorporate alliteration and similes into their poetry</li> </ul> <p>LANGUAGE</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage</li> </ul> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> <li>• Describe key ideas or details from a text read aloud or information presented orally or through other media</li> </ul>

	Read and discuss Infographics: Traditional Tales The World as the Storyteller, Telling a Story, The Wabanaki and Traditional Foods.
<b>Phonics</b>	Phonics: Long i: i, ie, i_e, igh, y Phonics: Comparative Endings Phonics: r-Controlled Vowels: er, ir, u Phonics: Diphthongs ou, ow, oi, oy Phonics: Vowel Teams oo, ue, ew, u Phonics: Diphthongs ou, ow, oi, oy Phonics: Vowel Teams oo, ue, ew, u Phonics: /s/ Spelled c; /j/ Spelled g or dge
<b>High Frequency Words</b>	High-Frequency Words: eyes, earth, thought, along, few, head, something, example, paper, often, important, took, hear, idea, enough, group book, almost.
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.  Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA

[Formative, Summative, Alternative and Benchmark Assessments](#)

### Resources to Promote Learning

#### Resources: Digital and Print

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform  
Readings: *from Fables, The Legend of the Lady Slipper, Interstellar Cinderella Cendrillon: An Island Cinderella, The Abenaki, My Food, Your Food*  
[Approved Class Resource List](#)

### Content & Interdisciplinary Standards

#### 2016 New Jersey Student Learning Standards for English Language Arts

##### Reading: Literature

##### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

##### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

#### Reading: Informational Text

##### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Range of Reading and Level of Text Complexity



NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently.

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- 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.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Speaking and Listening

#### Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

### Language

#### Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a. Use collective nouns (e.g., group).
- L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

**Interdisciplinary / 21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking &amp; Problem Solving</li> <li>• Collaboration and Teamwork</li> <li>• Demonstrate creativity and innovation.</li> </ul>
<b>Health and PE</b>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li> <li>• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> <li>• 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.</li> </ul>
<b>SEL</b>	<p><b><u>Social Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><b><u>Relationship Skills</u></b></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>
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<b>Unit Title</b>	Making a Difference
<b>Unit Duration</b>	6 Weeks
<b>Unit Summary &amp; Rationale</b>	<p><i>In this unit, students explore the essential question "Why is it important to connect with other people?" By reading biographies and realistic fiction, they learn about activism and how people connect with one another to make a difference in the community, and how people from all backgrounds and walks of life can work together to solve a problem. Students ask and answer questions to clarify information and make adjustments while reading to boost comprehension. In writing, students</i></p>

*create a personal narrative to detail a sequence of events that occurred in their lives, focusing on story elements, sequence of events and providing a conclusion.*

### Unit Goals

#### Essential Questions

- How can studying people and events of the past inspire change?
- What can people do to make a difference in their communities?
- Why is it important to connect with other people?
- How can others inspire us to reach a goal?
- How can people work together to solve a problem?
- How can you get involved to improve your community?
- How do writers tell a personal story with a clear beginning, middle and end?
- How can our creations affect others?

#### Enduring Understandings

- Readers can learn about the present by studying people and events of the past (biographies).
- Connections between people inspire problem-solving that leads to improvements to our communities.
- Personal narratives tell a story in sequential order and include a sense of closure

#### Learning Outcomes

##### READING

- Read to determine what the text says explicitly
- Draw conclusions and make inference
- Cite specific textual evidence when writing or speaking
- Determine central ideas or themes of a text
- Summarize key details
- *Ruby Bridges* (reading) - **Amistad**
- *Jesse Owens* (reading) - **Amistad**
- Martin Luther King's *I Have a Dream* speech – **Amistad**
- Excerpts from *We Are All Wonders* - **DEI/ PPWD**

- *The Water Princess* – **DEI**
- *A Child in Hiding (Q&A)* - **Holocaust**
- *Maurice and His Dictionary: A True Story* - **Holocaust**

#### WRITING

- Write narratives that recount a well-elaborated event or experience, including details, dialogue, thoughts and feelings
- Use temporal words to signal event order and provide a sense of closure
- **Career Exploration** – Explore careers which help make a difference in our world and community (doctors, teachers, firefighter, police, etc.)

#### SPEAKING AND LISTENING

- Participate in collaborative conversations with partners, peers and adults about grade 2 topics and texts

#### LANGUAGE

- Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing

#### BIOGRAPHY

- Using text structure to find information
- Determining how lessons from past events and the lives of historical figures influence the present

#### REALISTIC FICTION

- Determining theme

#### PERSONAL NARRATIVE

- Elements of narrative writing: characters, setting, plot, problem and solution, conclusion

	<ul style="list-style-type: none"> <li>Sequencing of events</li> </ul> <p>Read and discuss Infographics: People Who Were First, Creative Places, Community Care, Old Stuff, New Uses and Look What We Can Do.</p>
<b>Phonics</b>	<p>Phonics: Open Syllables V/CV  Phonics: Open Syllables V/CV  Phonics: Suffixes -ly, -ful, -er, -less, -or  Phonics: Prefixes un-, re-, pre-, dis-  Phonics: Syllable Pattern VCCV</p>
<b>High Frequency Words</b>	<p>sometimes, mountains, young, talk, song, being, above, family, music, color, questions, area, horse, problem, complete</p>
<b>Assessment Evidence</b>	
<b>Formative</b>	<p>Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.</p>
<b>Summative</b>	<p>Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.</p>
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>



## Resources to Promote Learning

### Resources: Digital and Print

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform  
Readings: *Who Says Women Can't Be Doctors?*, *Building on Nature*, *The Garden of Happiness*, *One Plastic Bag*, *Kids Can Be Big Helpers*, *Ruby Bridges (reading)* - *Amistad*, *Jesse Owens (reading)* - *Amistad*, Martin Luther King's *I Have a Dream* speech – *Amistad*, *The Water Princess* – DEI, *We Are All Wonders* – DEI/PPw/D, *A Child in Hiding (Q&A)* - *Holocaust*, *Maurice and His Dictionary: A True Story - Holocaust*  
[Approved Class Resource List](#)

## Content & Interdisciplinary Standards

### 2016 New Jersey Student Learning Standards for English Language Arts

#### Reading: Literature

##### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

##### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

#### Reading: Informational Text

##### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

##### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Reading: Foundational Skills

Phonics and Word Recognition

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

Fluency

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.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### Speaking and Listening

#### Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.2.1.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).

#### Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

### Language

#### Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a. Use collective nouns (e.g., group).
- L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2b. Use commas in greetings and closings of letters.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

**Interdisciplinary / 21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Team Work
- Problem Solving

**Health and PE**

- 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.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> <li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
<p><b>SEL</b></p>	<p><b><u>Social Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<p><b>Unit Title</b></p>	<p>Our Incredible Earth</p>
<p><b>Unit Duration</b></p>	<p>8 Weeks</p>
<p><b>Unit Summary &amp; Rationale</b></p>	<p><i>In this unit, students read to explore the essential question "How does Earth change?" and will learn about how the surface of the Earth changes. They learn about features of the Earth and how weather, natural events, and volcanic eruption change the Earth's surface. They read longer informational texts and determine how the details relate to each key idea about a topic. The unit integrates theme-based poetry and drama to make connections across genres. In writing, students write</i></p>

*procedural (how-to) books that include instructions, a materials list, sequential steps and graphics/illustrations in order to teach others how to complete a chosen task*

### Unit Goals

#### Essential Questions

- How does Earth change?
- What are some of Earth's changing features?  
How do natural events change the Earth?  
How does weather change Earth?  
How does a volcano eruption change Earth?  
What can rocks reveal about how Earth changes?
- How do readers learn information about a topic across texts and multimedia?
- How do writers teach someone how to do something using instructions, steps, and graphics?

#### Enduring Understandings

- Readers learn more about a topic by reading, comparing and contrasting, and synthesizing information from multiple texts.
- Writers use instructions, steps and graphics to explain a process.
- Writers use procedural (how-to) texts to teach people.

#### Learning Outcomes

##### READING

- Monitor their understanding of a text and make adjustments when it breaks down
- Connect main ideas about a topic and the key details that support each one
- Know and use various informational text features
- Compare and contrast the information in two texts about the same topic

##### WRITING

- Write informative/explanatory how-to books
- Name a topic and supply facts/steps about the topic using precise language

##### LANGUAGE



	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage</li> </ul> <p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic</li> </ul> <p><b>INFORMATIONAL</b></p> <ul style="list-style-type: none"> <li>• Monitoring comprehension</li> <li>• Identifying main idea and supporting details</li> <li>• Comparing and contrasting texts</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Generating ideas</li> <li>• Using instructions, steps, and graphics to explain a process</li> <li>• Using precise language to make information clear</li> </ul> <p>Read and discuss Infographics: Earth’s Features, The Grand Canyon, Lightning, Earth Erupts, Famous Rocks</p>
<b>Phonics</b>	<p>Phonics: Homographs</p> <p>Phonics: Double Consonants</p> <p>Phonics: Vowel Patterns aw, au, augh, a/</p> <p>Phonics: Prefixes un-, re-, pre-, dis-</p> <p>Phonics: Syllable Pattern VCCV</p> <p>Phonics: Final Stable Syllables -le, -tion, -sion</p>

<b>High Frequency Words</b>	heard, door, sure, become, across, during, hours, products, happened, color, questions, area, horse, problem, complete, toward, against, numeral
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	<p>Textbooks, Maps, Laptops, Smart Board, Primary &amp; Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform</p> <p>Readings: <i>Introducing Landforms, from How Water Shapes the Earth; from How Earthquakes Shape the Earth, Where Do They Go in Rain or Snow?, Volcano Wakes Up! Poetry, Rocks!</i></p> <p><a href="#">Approved Class Resource List</a></p>

## Content & Interdisciplinary Standards

### 2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

#### Reading: Foundational Skills

##### Phonics and Word Recognition

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

- a. Know spelling-sound correspondences for additional common vowel teams.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

##### Fluency

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

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

##### Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.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.2.1.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).

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1a. Use collective nouns (e.g., group).

L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.2.2a. Capitalize holidays, product names, and geographic names.

L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

### **Interdisciplinary / 21st Century Connections**

#### **Connections and Skills**

- Critical thinking

	<ul style="list-style-type: none"> <li>• Collaboration and Team Work</li> <li>• Problem Solving</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</li> </ul>
<b>Health and PE</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</li> <li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</li> <li>• K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>
<b>SEL</b>	<p><b><u>Responsible Decision-Making</u></b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<p><b>Time/General</b></p> <ul style="list-style-type: none"><li>• Allow extra time</li><li>• Repeat and clarify directions</li><li>• Provide breaks in between tasks</li><li>• Have student verbalize directions</li><li>• Provide timelines/due dates for reports and projects</li></ul>	<p><b>Processing</b></p> <ul style="list-style-type: none"><li>• Provide extra response time</li><li>• Have student verbalize steps</li><li>• Repeat directions</li><li>• Provide small group instruction</li><li>• Include partner work</li></ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Provide reading material on student's level</li><li>• Have student underline important points</li><li>• Assist student on how to use context clues to identify words/phrases</li><li>• Ensure short manageable tasks</li></ul>
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"><li>• Provide extended time</li><li>• Provide study guides</li><li>• Limit number of responses</li></ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"><li>• Establish classroom rules</li><li>• Write a contract with the student specifying expected behaviors</li><li>• Provide preferential seating</li><li>• Re-focus student as needed</li><li>• Reinforce student for staying on task</li></ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"><li>• Monitor the student and provide reinforcement of directions</li><li>• Verify the accurateness of homework assignments</li><li>• Display a written agenda</li></ul>

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs



## ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

## Accommodations Based on Students' Individual Needs:

## Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum

- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.

- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.