

## Pending Board Approval August 2017

<b>Week</b>	<b>Marking Period 1</b>	<b>Week</b>	<b>Marking Period 3</b>
1	Start Smart	21	Unit 3 Week 6: Review/Assess/Extend
2	Start Smart	22	Unit 3 Review/Assess/Extend (continued)
3	Unit 1 Week 1: Friends Help Friends	23	Unit 4 Week 1: Different Places
4	Unit 1 Week 2: Families Around the World	24	Unit 4 Week 2: Earth Changes
5	Unit 1 Week 3: Pets are Our Friends	25	Unit 4 Week 3: Our Culture Makes Us Special
6	Unit 1 Week 4: Animals Need Our Care	26	Unit 4 Week 4: Folktales About Nature
7	Unit 1 Week 5: Families Working Together	27	Unit 4 Week 5: Poems About Nature
8	Unit 1 Week 6: Review/Assess/Extend	28	Unit 4 Week 6: Review/Assess/Extend
9	Unit 1 Week 6: Review/Assess/Extend (continued)	29	Unit 5 Week 1: Being a Good Citizen
10	Unit 2 Week 1: Animals in Nature	30	Unit 5 Week 2: Cooperation Works!
<b>Week</b>	<b>Marking Period 2</b>	<b>Week</b>	<b>Marking Period 4</b>
11	Unit 2 Week 2: Animals in Stories	31	Unit 5 Week 3: Our Heroes
12	Unit 2 Week 3: Animal Habitats	32	Unit 5 Week 4: Preserving Our Earth
13	Unit 2 Week 4: Baby Animals	33	Unit 5 Week 5: Rights and Rules
14	Unit 2 Week 5: Animals in Poems	34	Unit 5 Week 6: Review/Assess/Extend
15	Unit 2 Week 6: Review/Assess/Extend	35	Unit 6 Week 1: Plant Myths and Facts
16	Unit 3 Week 1: The Earth's Forces	36	Unit 6 Week 2: We Need Energy
17	Unit 3 Week 2: Look At the Sky	37	Unit 6 Week 3: Team Up to Explore
18	Unit 3 Week 3: Ways People Help	38	Unit 6 Week 4: Money Matters
19	Unit 3 Week 4: Weather Alert!	39	Unit 6 Week 5: The World of Ideas
20	Unit 3 Week 5: Express Yourself	40	Unit 6 Week 6: Review/Assess/Extend

\*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 and Tier 3 Intervention, Reader's Theater, Research and Inquiry Projects, Project Presentations, Unit Assessments, Level Up Assessments, Oral Reading Fluency Assessments, and/or other activities.

<b>Time Frame</b>	2 weeks
<b>Topic</b>	
<b>Start Smart</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● What do I need to grow into a critical reader, writer, and thinker?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● In order to grow as a critical reader, writer, and thinker, I must understand<ul style="list-style-type: none"><li>○ I can visualize by using the words of a story to create pictures of characters and events in my mind.</li><li>○ fables are a kind of short story that tells about things that could not really happen.</li><li>○ fables teach a lesson, or moral at the end.</li><li>○ to engage in collaborative conversations with my classmates, I must take turns and listen carefully.</li><li>○ writers build fluency just like readers.</li><li>○ writers include details about actions, thoughts, and feelings.</li><li>○ summarizing is putting details into my own words.</li><li>○ expository text is a type of informational text that gives facts about something.</li><li>○ good readers stop and ask themselves questions about the text.</li><li>○ finding evidence in a text is a good way to write about the text.</li><li>○ you can find similarities and differences between two sources you have read.</li></ul></li></ul>	
<b>Alignment to NJSL</b>	
<b>English Language Arts</b>	
<b>Reading:</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li><li><input type="checkbox"/> RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none"><li><input type="checkbox"/> A. Know spelling-sound correspondences for common vowel teams.</li><li><input type="checkbox"/> C. Decode words with common prefixes and suffixes.</li></ul></li><li><input type="checkbox"/> RF.2.4. Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none"><li><input type="checkbox"/> B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li></ul></li></ul>	
<b>Writing:</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> W.2.6. With guidance and support from adults, use a variety of digital tools to produce and</li></ul>	

publish writing, including in collaboration with peers.

***Speaking and Listening:***

- ❑ 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.2.3. 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.

**Technology**

- ❑ TECH.8.1.2.A.1 - [*Cumulative Progress Indicator*] - Identify the basic features of a digital device and explain its purpose.

**21st Century Life and Career Skills**

- ❑ CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Key Concepts and Skills**

**Reading Literature/Informational Text**

Students will

- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve the problem.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- utilize information from illustrations, pictures and words from print or digital text.
- explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- respond to questions asked to demonstrate understanding of key details.
- utilize textual evidence to support thinking when asking and answering general questions.

**Reading Foundation Skills**

Students will

- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- use appropriate expression and inflection when reading text aloud.
- identify typical vowel combinations.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding words with affixes in texts.

**Writing**

Students will

- include an introduction statement.
- describe order of events using transition words (e.g. first, next, then, last).
- choose descriptive words that match thinking, feelings, and actions.
- incorporate simple and compound sentence structures.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- utilize conferences, checklist sheets, and peer editing.
- reflect on writing.
- publish writing both independently and with peers using digital tools.

- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear sequence.
- include an introductory statement.
- describe order of events using transition words (e.g. first, next, then, last).
- incorporate facts and definitions.
- use linking words (e.g., because, and, also).
- end with a closing statement.

### **Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversation.
- ask questions about what a speaker is saying to clarify, gather or deepen understanding.
- answer questions in order to clarify or gain further information.

## **Learning Activities**

### **Reading Literature**

- Read fiction/fable
- Strategy: Visualize
- Respond to the text.
- Reread and Retell-Find text evidence
- Listening Comprehension
  - Connect to Concept-We Are All Special
  - Model Summarizing
  - Model Fluency

### **Reading Informational Text**

- Listening Comprehension
  - Connect to Concept-We Are All Special
  - Read Informational/Expository Text
  - Strategy: Ask and Answer Questions; Visualize
  - Respond to the text.
  - Reread and Retell-Use text evidence
  - Model Summarizing
  - Model Fluency

### **Reading Foundational Skills**

- Phonemic Awareness
  - Phoneme Blending
  - Phoneme Segmentation
- Phonics
  - Introduce, build fluency, and blend words with short a and short i, short e, o, and u, consonant blends, long a and long i, and final e.
- High Frequency Words-Read/Spell/Write Routine
- Fluency: Expression, Repeated Readings, Independent Reading

### **Writing**

- Build Writing Fluency
  - Writer's Notebooks-5 minute quick write
- Write About a Text
  - Provide a prompt.
  - Focus on an event.
  - Analyze text-provide text evidence to support a response
- Write to Two Sources
  - Find similarities and differences
  - Find and analyze text evidence
  - Conferencing Routines

### **Speaking and Listening**

- Collaborative Conversations-take turns, listen carefully

- Make Connections
- Ask and Answer Questions

### Assessments

Placement and Diagnostic Assessments may include...

- Oral Reading Fluency Assessments
- Placement and Diagnostic Comprehension Assessment (Leveled Passages)
- Phonemic Awareness Subtests
- Phonics Tasks
- Vocabulary Assessments (Verbal Language Scales)
- Spelling Assessments (Inventory of Developmental Spelling)
- Writing Assessments (Writing Prompts)

#### Time Frame

6 weeks

### Topic

#### Unit 1 Big Idea: Friends and Family

### Essential Questions

**How do families and friends learn, grow, and help one another?**

#### Week 1 Weekly Concept: Friends Help Friends

- How do friends depend on each other?

#### Week 2 Weekly Concept: Families Around the World

- How are families around the world the same and different?

#### Week 3 Weekly Concept: Pets are Our Friends

- How can a pet be an important friend?

#### Week 4 Weekly Concept: Animals Need Our Care

- How do we care for animals?

#### Week 5 Weekly Concept: Families Working Together

- What happens when families work together?

#### Week 6 Review/Assess/Extend

- How do families and friends learn, grow, and help one another?

### Enduring Understandings

- Friends depend on one another and their actions can demonstrate friendship.
- Families around the world may have the same or different holidays, traditions, and language, or way of speaking. These make up a family's culture, or the way they live.
- Friendship is a relationship, or connection between two friends.
- Every animal has needs, or things it must have to live and grow. People can care for or look after animals.
- Adult family members have jobs to help pay for the cost of things they need.

### Alignment to NJSL

#### English Language Arts

##### *Reading:*

- RL 2.1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL 2.3. Describe how characters in a story respond to major events and challenges using key

details.

- 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.
- 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 actions.
- RL 2.7. Use information gained from the illustration and words in a print or digital text to determine understanding of its characters, setting, plot.
- RL 2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.
- RI 2.1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI 2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI 2.4. Determine the meaning and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- RI 2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI 2.9. Compare and contrast the most important points presented by two texts.
- 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.
  - D. Identify words with inconsistent but common spelling-sound correspondences
  - E. Recognize and read grade-appropriate irregularly spelled words.
- 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, expression on successive readings.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

- 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.
- 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.
- W. 2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.
- W. 2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.
- W. 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W. 2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observation).
- W 2.8. Recall information from experiences or gather information from provided sources to answer questions.

**Speaking and Listening:**

- 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.
  - 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

- SL. 2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language:**

- L. 2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - B. Use commas in greetings and closing of letters.
  - C. Use an apostrophe to form contractions and frequently occurring possessives.
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- 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.
  - C. Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.5. Demonstrate understanding of word relationship and nuances in word meaning.
  - A. Identify real-life connections between words and their use.

**Social Studies**

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16: Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

**Technology**

- TECH.8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century Life and Career Skills**

- CAEP.9.2.4.A.1 - [*Standard*] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Concepts and Skills****Reading Literature/Informational Text**

- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- respond to questions asked to demonstrate understanding of key details.
- utilize textual evidence to support thinking when asking and answering general question.
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.

- analyze their reactions to story events.
- identify how the characters solve the problem.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- utilize information from illustrations, pictures and words from print or digital text.
- explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.
- demonstrate good reading habits.
- read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band.
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that show the beat.
- determine which part shows alliteration.
- define words and phrases specific to grade 2.
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features help you find important information about what you're reading.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- identify the most important points in the text.
- find similarities and differences in those points when reading texts on the same topic.

### **Reading Foundational Skills**

Students will

- utilize strategies for decoding two-syllable words in texts.
- apply phonics when decoding words with short *a* and short *i*.
- understand grade-level text when reading.
- reread text to better understand what was read when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- focus on the beginning and/or end of the word and try again, when having difficulty.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.

### **Writing**

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.



- incorporate facts or definitions.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- include simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- understand their roles as part of a team and the work they are required to accomplish.

### **Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.
- articulate ideas (both verbally and in writing) using complete sentences and ideas.
- provide details or clarifications when speaking as requested.
- demonstrate storytelling techniques.
- report relevant facts and details about experience.
- provide clear thoughts and emotion.
- utilize digital media to enhance ideas for meaning.
- create visuals that emphasize chosen facts or details.

### **Language**

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify simple and compound sentences when reading and writing.
- classify sentences as simple or compound.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- define and identify apostrophes in writing.
- articulate the purpose and use of apostrophes.

## **Learning Activities**

### **Reading Literature**

- Demonstrate understanding of key details in a text
- Demonstrate understanding of plot
- Describe how characters respond to major events
- Use information to demonstrate understanding of characters, setting, or plot
- Demonstrate how characters respond to challenges
- Use information from illustrations and text to demonstrate understanding

### **Reading Informational Text**

- Cite relevant evidence from text
- Determine key details; use illustrations
- Summarize text
- Ask and answer questions to demonstrate understanding of key details
- Identify the main topic within a text
- Identify the main purpose of a text

### **Reading Foundational Skills**

#### Phonics/Word Study

- Phoneme Blending-/a/ and /i/
- Phonics-Introduce and Blend Short *a* and Short *i*-Apple Sound-Spelling Card
- Introduce words with short e, o,u
- Blend words with short e, o, u
- Introduce two-letter blends
- Blend words with two-letter blends
- Introduce long a: a\_e
- Blend with short a and long a\_e
- Introduce long i: i\_e
- Blend words with short i, long i: i\_e
- Fluency
  - Expression
  - Intonation
  - Phrasing

### **Writing**

- Write to Sources
  - Draw evidence from fantasy
  - Draw evidence from fiction
  - Write narrative texts
  - Conduct short research on friends
  - Conduct short research on different cultures
  - Conduct short research on how pets can be friends
  - Draw evidence from informational texts
  - Write opinion texts
  - Conduct short research on needs of animals
- Draw evidence from expository text
- Write informational text
- Conduct short research on working together

#### Writing Process

- Prewrite a friendly letter
- Draft and revise a friendly letter
- Proofread/Edit and publish a friendly letter
- Prewrite a personal narrative
- Draft and revise a personal narrative

### **Speaking and Listening**

- Build background knowledge
  - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
  - Generate words and phrases related to the Essential Question-Concept Web
- Develop oral language-Define/Example/Ask routine
- Engage in collaborative discussions about friends
- Present information on friends
- Engage in collaborative discussions about families around the world
- Present information on International Families
- Paraphrase from text
- Present information on pets as friends
- Engage in collaborative discussions about animal care
- Present information on families working together

- Present information on animal care

**Language**

- Conventions
  - Use capitalization and punctuation to form sentences
  - Use capitalization and punctuation in commands and exclamations
  - Learn about subjects and letter punctuation
  - Use predicates and commas
  - Expand and combine sentences.
  - Use quotation marks
- Vocabulary Acquisition
  - Acquire and use academic vocabulary
  - Use root words as clues to the meaning of a word.
  - Use context clues to understand the meaning of a word
  - Use inflectional endings to understand unknown words

**Assessments**

- Oral Reading Fluency Assessments
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments
- Writing Rubrics
- Project Rubrics

**Time Frame**

6 weeks

**Topic****Unit 2 Big Idea: Animal Discoveries****Essential Questions****How do animals play a part in the world around us?****Week 1 Weekly Concept: *Animals in Nature***

- How do animals survive?

**Week 2 Weekly Concept: *Animals in Stories***

- What can animals in stories teach us?

**Week 3 Weekly Concept: *Animal Habitats***

- What are features of different animal habitats?

**Week 4 Weekly Concept: *Baby Animals***

- How are offspring like their parents?

**Week 5 Weekly Concept: *Animals in Poems***

- What do we love about animals?

**Week 6 Review/Assess/Extend**

- How do animals play a part in the world around us?

**Enduring Understandings**

- Adapt means to change or to adjust to something. Climate is what weather is like in a place.
- There are animal stories, or made-up tales, that teach us lessons about how we should behave.
- A habitat is a place where a plant or an animal lives. Animal habitats are in the outdoor world called nature.

- Offspring is another word for children.
- When you express something, you show how you feel and what you think. The way something acts, is how it behaves.

### Alignment to NJSL

#### English Language Arts

##### *Reading:*

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5. 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.
- 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.
- 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.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.
- R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- 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. (due to standard realignment, formerly RF.2.3.B)
  - D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)
- 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 on successive readings.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### *Writing:*

- 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.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and stren

- ❑ W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- ❑ W.2.7. 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).

***Speaking and Listening:***

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

***Language:***

- ❑ L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - ❑ .B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- ❑ L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - ❑ A. Capitalize holidays, product names, and geographic names.
  - ❑ D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- ❑ 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.
  - ❑ A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - ❑ B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - ❑ D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - ❑ E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ❑ L.2.5. Demonstrate understanding of 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).

**Science**

- ❑ SCL.K-2-ETS1-1 - [*Performance Expectation*] - 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.

**Technology**

- ❑ TECH.8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century Life and Career Skills**

- ❑ CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Reading Literature Text/Informational Text**

Students will

- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where when, why, and/or how).
- utilize information from illustrations, pictures and words from print or digital text.
- explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.
- describe the structure of a story.
- ask and questions to demonstrate understanding of key details in a text.
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve the problem.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story is.
- identify similarities and differences of events in different versions of the same story.
- identify similarities and differences in characters in different versions of the same story.
- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where when, why, and/or how).
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text.
- identify the most important points in the text.
- find similarities and differences in those points when reading texts on the same topic.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know.

**Reading Foundational Skills**

Students will

- identify typical vowel combinations.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding words with affixes in texts.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- use appropriate self-correction strategies to read words and for understanding.

- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- reread text to better understand what was read, when necessary.

### **Writing**

Students will

- include an introduction statement.
- describe order of events using transition words (e.g. first, next, then, last).
- choose descriptive words that match thinking, feelings, and actions.
- incorporate simple and compound sentence structures.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- understand their role as part of a team and the work they are required to accomplish with their writing task.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear sequence.
- include an introductory statement.
- describe order of events using transition words (e.g. first, next, then, last).
- incorporate facts and definitions.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- classify plural nouns as regular or irregular.
- form and use common irregular plural nouns.

### **Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, and structured conversations.
- use norms of conversations (eye contact, taking turns, etc).
- ask questions about what a speaker is saying to clarify, and deepen understanding.
- demonstrate careful listening in order to describe or recount what they heard.
- connect comments to build on remarks of others.
- ask questions and further explanations about topics and/or texts.

### **Language**

Students will

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- demonstrate command of the conventions of standard English capitalization when writing.
- utilize reference materials and resources to correct one's own spelling.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words.
- use reference materials to determine or clarify the meaning of unknown and multiple-meaning words

## **Learning Activities**

### **Reading Literature/Informational Text**

- Close reading of a complex text
- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main topic in a text.
- Identify the main purpose of a text.
- Cite relevant evidence from text.

- Determine key details.
- Summarize text.

**Speaking and Listening**

- Follow the agreed upon rules for discussions and building background knowledge.
- Use oral vocabulary and language to discuss the essential question.
- Engage in discussions about animals in stories.
- Use oral language to recount or describe key ideas or details from a text.
- Paraphrase portions of stories
- Present information about animals
- Engage in collaborative discussions about animal relationships
- Paraphrase from the text
- Engage in discussions about animals in poems

**Reading Foundation Skills**

- Add phonemes to existing words to form new words.
- Ask and questions to demonstrate understanding of key details in a text
- Read with sufficient accuracy and fluency to support comprehension.
- Introduce long u, blend long and short u
- Soft c/g
- Blend words with soft c/g
- Introduce consonant digraphs
- Blend words with digraphs (ch, tch, sh, ph, th, ng)
- Introduce three letter blends
- Fluency-phrasing

**Language**

- Use real-life connections between words and phrases through modeling of vocabulary words and cards
- Identify nouns in a sentence
- Acquire and use academic vocabulary
- Use singular and plural nouns, including commas in a series
- Demonstrate understanding of multiple-meaning words
- Use apostrophes with possessive nouns

**Writing**

- Students will use descriptive details to bring a story to life including using sensory details and creating clear pictures for the reader
- Revising and editing stages will be conducted with the guidance and support from adults and peers
- Create a fact sheet after choosing a topic, finding resources, and keeping track of ideas
- Proofread, edit, and publish a how to text
- Draw evidence from expository text
- Write an opinion text
- Conduct short research tasks

**Science**

- Explore living things in different environments. (Week 3)
- Explore the life cycles of different animals (Week 4)
- Explore a variety of animals to understand the diversity of life

**Assessments**

- Oral Reading Fluency Assessments
- Weekly Assessments
- Observational Rubrics
- Progress Monitoring Assessments
- Spelling/Dictation Assessments
- Unit Assessments
- Writing Rubrics



- Project Rubrics

**Time Frame**

6 weeks

**Topic****Unit 3 Big Idea: Live and Learn****Essential Questions****What have you learned about the world that surprises you?****Week 1 Weekly Concept: *The Earth's Forces***

- How do the Earth's forces affect us?

**Week 2 Weekly Concept: *Look At the Sky***

- What can we see in the sky?

**Week 3 Weekly Concept: *Ways People Help***

- How can people help out their community?

**Week 4 Weekly Concept: *Weather Alert!***

- How does weather affect us?

**Week 5 Weekly Concept: *Express Yourself***

- How do you express yourself?

**Week 6 Review/Assess/Extend**

- What have you learned about the world that surprises you?

**Enduring Understandings**

- Gravity is a force that pulls objects down. Speed is how fast or slow something is moving.
- Moonlight is the light we see from the moon at night.
- An idea is a thought or plan to work through a problem and solution.
- Weather is an event, or something that happens.
- Music is made by singing, or making sounds to express yourself.

**Alignment to NJSLs****English Language Arts*****Reading:***

- RL 2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral
- RL 2.3 Describe how characters in a story respond to major events and challenges using key details.
- RL 2.5 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 actions.
- RI 2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI 2.4 Determine the meaning and phrases in a text relevant to a grade 2 topic or subject area.
- 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.

- RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI 2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI 2.8 Describe and identify the logical connections of how reasons support specific points the author made in a text.
- RI 2.9 Compare and contrast the most important points presented by two texts.
- 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
  - D. Identify words with inconsistent but common spelling-sound correspondences
  - E. Recognize and read grade-appropriate irregularly spelled words.
- 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, expression on successive readings.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

- 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.
- 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
- W. 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.
- W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.
- W. 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.8 Recall information from experiences or gather information from provided sources to answer questions.

**Speaking and Listening:**

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

**Language:**

- L. 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - B. Use commas in greetings and closing of letters.
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge;

boy → boil).

- ❑ 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.
  - ❑ B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - ❑ C. Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - ❑ D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- ❑ L.2.5 Demonstrate understanding of word relationship and nuances in word meaning
  - ❑ A. Identify real-life connections between words and their use.
  - ❑ B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
- ❑ 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 that makes me happy.)

### **Social Studies**

- ❑ 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- ❑ 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- ❑ 6.1.4.A.16: Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

### **Technology**

- ❑ TECH.8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

### **21st Century Life and Career Skills**

- ❑ CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Key Concepts and Skills**

### **Reading Literature Text/ Informational Text**

Students will

- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- identify the characters in the story .
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- identify the most important points in the text.
- find the similarities and differences in those points when reading texts on the same topic
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.

- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know
- identify the main points in the text.
- find similarities and differences in those points when reading texts on the same topic. identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- determine which parts show alliteration.
- examine the story's structure.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.

### **Reading Foundational Skills**

Students will

- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding irregularly-spelled words in texts.
- determine if the word looks and sounds right and makes sense.
- search for chunks and say them.

### **Writing**

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- include simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.

**Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.

**Language**

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify simple and compound sentences when reading and writing.
- classify sentences as simple or compound.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- show understanding of newly acquired vocabulary (gathered from discussions as well as text).
- make purposeful language choices to communicate in an effective way.
- utilize adjectives and adverbs to describe where necessary.
- use compound words analysis to determine or clarify the meaning of unknown and multiple-meaning words.

**Learning Activities****Reading Literature**

- Describe the structure of a story
- Use information from text and illustration to understand
- Use information from text and illustration to understand plot, character and setting
- Ask and answer questions to demonstrate understanding of key details in a text

**Reading Informational Text**

- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main topic of a text
- Identify the main purpose of a text
- Describe the connection between scientific ideas
- Describe how reasons support specific points

**Reading Foundational Skills**

Phonics/Word Study

- Introduce Long a
- Blend words with Long a
- Introduce Long i: i, y, igh, ie
- Blend words with Long i
- Introduce Long o: o, oa, ow, oe
- Blend words with Long o
- Introduce Long e

- Blend words with Long e
- Introduce Long u; u\_e, ew, ue, u
- Blend words with Long u: u\_e, ew,ue, u

#### Fluency

- Expression
- Intonation
- Phrasing
- Pronunciation
- Prosody

#### Writing

##### Write to Sources

- Draw evidence from narrative nonfiction
- Write opinion texts
- Write Narrative Texts
- Conduct short research
- Draw evidence from informational texts
- Draw evidence from expository text
- Write opinion texts
- Write informative text
- Write informational texts

##### Writing Process

- Prewrite a Fictional Narrative
- Proofread/Edit and publish an opinion letter
- Draft and revise and opinion letter
- Prewrite a book review
- Draft and revise a Book Review
- Share your writing
- Edit/Proofread and Publish an opinion

#### Speaking and Listening

- Build background knowledge
  - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
  - Generate words and phrases related to the Essential Question-Concept Web
- Engage in collaborative discussions
- Paraphrase from text
- Present information on topics

#### Language

- Conventions
  - Use action verbs and abbreviations
  - Use present-tense verbs and commas in a series
  - Use past-tense verbs and letter punctuation
  - Learn about the verb have and book titles
  - Combine and rearrange sentences, include sentence punctuation
- Vocabulary Acquisition
  - Acquire and use academic vocabulary
  - Demonstrate understanding of similes to understand unknown words
  - Use combination words as clues to the meaning of a word
  - Demonstrate understanding of synonyms to understand unknown words
  - Use prefixes as clues to the meaning of a word
  - Demonstrate understanding of antonyms

#### **Assessments**

- Oral Reading Fluency Assessments
- Weekly Assessments
- Observational Rubrics

- Progress Monitoring Assessments
- Spelling/Dictation Assessments
- Unit Assessments
- Writing Rubrics
- Project Rubrics

<b>Time Frame</b>	6 weeks
<b>Topic</b>	
<b>Unit 4 Big Idea: Our Life Our World</b>	
<b>Essential Questions</b>	
<b>How do different environments make the world an interesting place?</b>	
<b>Week 1 Weekly Concept: Different Places</b>	
<ul style="list-style-type: none"> <li>● What makes different parts of the world different?</li> </ul>	
<b>Week 2 Weekly Concept: Earth Changes</b>	
<ul style="list-style-type: none"> <li>● How does the Earth change?</li> </ul>	
<b>Week 3 Weekly Concept: Our Culture Makes Us Special</b>	
<ul style="list-style-type: none"> <li>● How are kids around the world different?</li> </ul>	
<b>Week 4 Weekly Concept: Folktales About Nature</b>	
<ul style="list-style-type: none"> <li>● How can we understand nature?</li> </ul>	
<b>Week 5 Weekly Concept: Poems About Nature</b>	
<ul style="list-style-type: none"> <li>● What excites us about nature?</li> </ul>	
<b>Week 6 Review/Assess/Extend</b>	
<ul style="list-style-type: none"> <li>● How do different environments make the world an interesting place?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● A large part of the Earth's surface is called a region.</li> <li>● Mountains such as mountains, plains, lakes, and rivers have different properties.</li> <li>● Children around the world have some things in common. The customs and traditions are often different.</li> <li>● People use wisdom, or knowledge, to tell stories about nature. They often use similarities in nature to tell these stories.</li> <li>● The outdoors and nature can be exciting and interesting.</li> </ul>	
<b>Alignment to NJSL</b>	
<b><u>English Language Arts</u></b>	
<b><i>Reading:</i></b>	
<input type="checkbox"/> 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.	
<input type="checkbox"/> RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	
<input type="checkbox"/> RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	
<input type="checkbox"/> 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.	
<input type="checkbox"/> R.L.2.6 Acknowledge differences in the points of view of characters, including by speaking in different voices for each character when reading aloud.	

- 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.
- R.L.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.
- R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- 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.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
- 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 on successive readings.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

- 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.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. 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).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening:**

- 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.
  - 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).
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.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.2.6 Produce complete sentences when appropriate to task and situation in order to provide



requested detail or clarification.

**Language:**

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize holidays, product names, and geographic names.
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- 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.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - C Use a known root-word as a clue to the meaning of an unknown word with the same root (addition->additional)
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of 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).

**Social Studies**

- SOC.6.1.4.B.1 - [*Cumulative Progress Indicator*] - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.A.15 - [*Cumulative Progress Indicator*] - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

**Science**

- K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people people want to change to define a simple problem that can be solved through the development of a new and improved object or tool.

**Technology**

- TECH.8.1. - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century Life and Career Skills**

- CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Key Concepts and Skills

**Reading Literature Text/ Informational Text**

Students will

- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- identify the characters in the story .
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.

- identify how the characters solve a problem or challenges.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- identify the most important points in the text.
- find the similarities and differences in those points when reading texts on the same topic
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know
- identify the main points in the text.
- find similarities and differences in those points when reading texts on the same topic. identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- determine which parts show alliteration.
- examine the story's structure.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.

### **Reading Foundational Skills**

Students will

- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding irregularly-spelled words in texts.
- determine if the word looks and sounds right and makes sense.
- search for chunks and say them.

### **Writing**

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).

- end with a closing statement.
- state an opinion and reasons that support the opinion.
- include simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.

### **Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.

### **Language**

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify simple and compound sentences when reading and writing.
- classify sentences as simple or compound.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- show understanding of newly acquired vocabulary (gathered from discussions as well as text).
- make purposeful language choices to communicate in an effective way.
- utilize adjectives and adverbs to describe where necessary.
- use compound words analysis to determine or clarify the meaning of unknown and multiple-meaning words.

## **Learning Activities**

### **Reading Literature/Informational Text**

- close reading of a complex text
- ask and answer questions to demonstrate understanding of key details in a text
- describe the connection between a series of concepts
- compare and contrast important points in two texts
- draw evidence from expository texts
- identify the main topic in a text
- describe how characters respond to challenges
- describe the structure of a story
- determine the central message in the text
- Identify the main purpose of a text
- cite relevant evidence from text

- determine key details
- summarize text
- compare and contrast two points in the text
- recount folktales and discuss their theme or meaning

**Speaking and Listening**

- follow the agreed upon rules for discussions and building background knowledge.
- using oral vocabulary and language to discuss the essential question.
- using oral language to recount or describe key ideas or details from a text.
- paraphrase portions of stories
- engage in collaborative discussions about animal relationships
- paraphrase from the text “Where Do You Live?”
- engage in discussions about folktales
- present information on folktales and Earth’s changes

**Reading Foundational Skills**

- silent letters: wr, kn, gn, mb, sc
- blend with letters wr, kn, gn, sc
- introduce r controlled vowels
- blend words with r controlled vowels
- introduce and blend r controlled vocabulary words
- introduce and blend eer, ere, ear
- introduce and blend are, air, ear, ere
- using apostrophes in contractions
- ask and questions to demonstrate understanding of key details in a text
- reading with sufficient accuracy and fluency to support comprehension.
- introduce consonant digraphs
- blend words with digraphs
- introduce three letter blends
- fluency-phrasing
- decoding two syllable words in the text
- use appropriate self-correction strategies to read words for understanding

**Language**

- use context clues to determine or clarify meaning of unknown multiple meaning words
- identify nouns in a sentence
- identify the connections of words to real-life experiences
- acquire and use academic vocabulary
- demonstrate understanding of multiple-meaning words
- demonstrate command of conventions of standard English when writing
- use reference materials to define multiple-meaning words
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- using context clues to determine or clarify word meaning for multiple-meaning words
- use an introductory statement and order events using transitions

**Writing**

- students will use transition words to show fluency in their writing
- revising and editing stages will be conducted with the guidance and support from adults and peers
- proofread, edit, and publish a how to text
- draw evidence from text
- write informational texts
- pre-write a fictional narrative
- conduct short research about nature
- pre-write a narrative

**Science**

- exploring volcanoes and preparing for natural disasters (Week 2)
- explore nature and interactions in nature (Week 4)

- explain how changes happen over time
- explain how plants depend on water and light to grow

**Social Studies**

- exploring world culture and traditions
- exploring maps and map skills

**Assessments**

- Oral Reading Fluency Assessments
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments
- Writing Rubrics
- Project Rubrics

**Time Frame**

6 weeks

**Topic****Unit 5 Big Idea: Let's Make A Difference****Essential Questions****How can people make a difference?****Week 1 Weekly Concept: *Being A Good Citizen***

- What do good citizens do?

**Week 2 Weekly Concept: *Cooperation Works!***

- How do people get along?

**Week 3 Weekly Concept: *Our Heroes***

- What do heroes do?

**Week 4 Weekly Concept: *Preserving Our Earth***

- How can we protect the Earth?

**Week 5 Weekly Concept: *Rights and Rules***

- Why are rules important?

**Week 6 Review/Assess/Extend**

- How can people make a difference?

**Enduring Understandings**

- Citizens have rights, or things they are allowed to do, and responsibilities, or things they are expected to do as a community.
- Cooperate means to work together or to get along.
- Heroes are people we look up to. We can discover why people are heroes when we think about what they do.
- Earth's resources need to be protected.
- Rules are important and keep us safe.

**Alignment to NJSLs****English Language Arts****Reading:**

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine

- their central message/theme, lesson, or moral
- RL 2.3 Describe how characters in a story respond to major events and challenges using key details.
  - RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
  - 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 actions
  - 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.
  - RI 2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in 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
  - RI 2.4 Determine the meaning and phrases in a text relevant to a grade 2 topic or subject area.
  - 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.
  - RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe
  - RI 2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  - RI 2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text
  - RI 2.9 Compare and contrast the most important points presented by two texts
  - 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
    - D. Identify words with inconsistent but common spelling-sound correspondences
    - E. Recognize and read grade-appropriate irregularly spelled words.
  - 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, expression on successive readings.
    - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

- 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.
- 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
- W. 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.
- W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.
- W. 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observation).
- W 2.8 Recall information from experiences or gather information from provided sources to answer questions

**Speaking and Listening:**

- 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.
  - 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. 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.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 2.6 Produce complete sentences when appropriate to task and situation in order to provide detail or clarification

**Language:**

- L. 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
  - C. Use reflexive pronouns (e.g., myself, ourselves)
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - Use collective nouns (e.g., group)
  - C. Use an apostrophe to form contractions and frequently occurring possessives
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Compare formal and informal uses of English
- 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.
  - A. Use sentence-level context clue to the meaning of a word or phrase
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
  - E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- L.2.5 Demonstrate understanding of word relationship and nuances in word meaning
  - A. Identify real-life connections between words and their use.

**Social Studies**

- 6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**Science**

- ESS3.C: Human Impacts on Earth Systems
  - Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
- ETS1.B: Developing Possible Solutions
  - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

**Technology**

- ❑ TECH.8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**21st Century Life and Career Skills**

- ❑ CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Concepts and Skills****Reading Literature/ Informational Text**

Students will

- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- identify the most important points in the text.
- find the similarities and differences in those points when reading texts on the same topic.
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know.
- identify the main points in the text.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end .
- determine which parts show alliteration.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.
- recognize that characters have different points of view.
- determine how the characters think/feel about the events.
- identify any character's that have similar thinking.
- consider the character's voice when reading out loud.
- describe why a character has a different point of view in a story.
- determine how text features (e.g., subheadings, glossaries, bold print, etc.) help you understand the text.
- define words and phrases specific to grade 2.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- identify how different historical events, scientific ideas, or "how to" procedures link together in a text.
- identify text details, events, or ideas that are chronological or sequential.



- retell chronological or sequential details in the appropriate order.
- compare and contrast ideas from the text.
- identify reasons that the authors uses to support the main points in a text.
- evaluate how or why the author uses the reasons to support the main points in a text.
- determine the text's main purpose according to what the author wants the reader to know.

### **Reading Foundational Skills**

Students will

- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read, when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.

### **Writing**

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- incorporate simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.
- understand their role as part of a team and the work they are required to accomplish.

### **Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.
- articulate ideas (both verbally and in writing) using complete sentences and ideas.
- provide details or clarifications when speaking as requested.

### **Language**

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify the connections of words to real-life experiences.

- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences.
- identify irregular plural nouns used when reading, writing, or speaking
- classify plural plural nouns as regular or irregular.
- use compound words analysis to determine or clarify the meaning of unknown and multiple-meaning words.
- identify reflexive pronouns when reading, writing, or speaking.
- classify pronouns as reflexive.
- accurately use reflexive pronouns when reading, writing, or speaking.
- use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify collective nouns in sentences.
- articulate the purpose and use of collective nouns.
- use collective nouns in student writing, not in isolation.
- define and identify apostrophes in writing.
- articulate the purpose and use of apostrophes.
- demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing.
- compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English.

## Learning Activities

### Reading Literature

- Describe the structure of a story
- Ask and answer questions to demonstrate understanding of key details in a text
- Determine the central meaning of stories
- Acknowledge differences in the points of view of characters
- Describe how characters respond to challenges
- Acknowledge differences in characters' point of view

### Reading Informational Text

- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main purpose of a text
- Describe the connection between a series of historical events

### Reading Foundational Skills

#### Phonics/Word Study

- Introduce diphthongs ou, ow
- Blend words with diphthongs ou, ow
- Introduce diphthongs oy, oi
- Blend words with diphthongs oy, oi
- Introduce variant vowels /u/ and /u/
- Blend words with variant vowels /u/ and /u/
- Introduce variant vowel /o/
- Blend words variant vowel /o/
- Introduce short vowel digraphs /e/ ea; /u/ ou; /i/ y
- Blend words with short vowel digraphs /e/ ea; /u/ ou; /i/ y

- Fluency
  - Expression
  - Intonation
  - Phrasing
  - Pronunciation

### **Writing**

#### Write to Sources

- Write Narrative Texts
- Conduct short research
- Draw evidence from informational texts
- Write opinion texts
- Write informative text
- Draw evidence from realistic fiction
- Draw evidence from literature
- Draw evidence from fiction
- Draw evidence from expository texts
- Writing Process
  - Prewrite an Explanatory Essay
  - Draft and revise and explanatory essay
  - Proofread and edit an explanatory essay
  - Prewrite compare/contrast

### **Speaking and Listening**

- Build background knowledge
  - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
  - Generate words and phrases related to the Essential Question-Concept Web
- Engage in collaborative discussions
- Paraphrase from text
- Present information on topics
- Present information on rules

### **Language**

- Conventions
  - Use pronouns and quotation marks
  - Use the pronouns I, me, we, and us
  - Use possessive pronouns. Capitalize proper nouns
  - Use contractions and possessive pronouns
  - Use a pronoun-verb agreement, learn about book titles
- Vocabulary Acquisition
  - Acquire and use academic vocabulary
  - Demonstrate understanding of synonyms
  - Use suffixes as clues to the meaning of a word
  - Demonstrate understanding of idioms
  - Demonstrate understanding of homophones
  - Demonstrate understanding of multiple-meaning words

## **Assessments**

- Oral Reading Fluency Assessments
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments
- Writing Rubrics
- Project Rubrics

<b>Time Frame</b>	6 weeks
<b>Topic</b>	
<b>Unit 6 Big Idea: How on Earth?</b>	
<b>Essential Questions</b>	
<b>What keeps our world working?</b>	
<p><b>Week 1 Weekly Concept: <i>Plant Myths and Facts</i></b></p> <ul style="list-style-type: none"> <li>• What do myths help us understand?</li> </ul> <p><b>Week 2 Weekly Concept: <i>We Need Energy</i></b></p> <ul style="list-style-type: none"> <li>• How do we use energy?</li> </ul> <p><b>Week 3 Weekly Concept: <i>Team Up to Explore</i></b></p> <ul style="list-style-type: none"> <li>• Why is teamwork important?</li> </ul> <p><b>Week 4 Weekly Concept: <i>Money Matters</i></b></p> <ul style="list-style-type: none"> <li>• How do we use money?</li> </ul> <p><b>Week 5 Weekly Concept: <i>The World of Ideas</i></b></p> <ul style="list-style-type: none"> <li>• Where can your imagination take you?</li> </ul> <p><b>Week 6 Review/Assess/Extend</b></p> <ul style="list-style-type: none"> <li>• What keeps our world working?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Plants grow and develop through different stages, such as a seed to flower.</li> <li>• Energy is the power that makes things work.</li> <li>• Exploration is when people visit a place to study or learn about it. Teamwork is working together to get something done.</li> <li>• People use money as a way to purchase, or buy things.</li> <li>• Imagination is the way you form pictures or ideas in your mind. When you create something, you use your imagination: art, music, poetry, etc.</li> </ul>	
<b>Alignment to NJSLs</b>	
<b><u>English Language Arts</u></b>	
<b><i>Reading:</i></b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> RL 2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</li> <li><input type="checkbox"/> RI 2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</li> <li><input type="checkbox"/> RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</li> <li><input type="checkbox"/> RI 2.4 Determine the meaning and phrases in a text relevant to a grade 2 topic or subject area.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain,</li> </ul>	

or describe

- RI 2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI 2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text
- RI 2.9 Compare and contrast the most important points presented by two texts
- RI 2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed
- 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
  - D. Identify words with inconsistent but common spelling-sound correspondences
  - E. Recognize and read grade-appropriate irregularly spelled words.
- 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, expression on successive readings.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

- 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.
- 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
- W. 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.
- W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.
- W. 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observation).
- W 2.8 Recall information from experiences or gather information from provided sources to answer questions

**Speaking and Listening:**

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

**Language:**

- L. 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A Use collective nouns (e.g., group).
  - C. Use reflexive pronouns (e.g., myself, ourselves).
  - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.2. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing

- A. Capitalize holidays, product names, and geographic names
- C. Use an apostrophe to form contractions and frequently occurring possessives
- D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A Compare formal and informal uses of English
- 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.
  - A. Use sentence-level context clue to the meaning of a word or phrase.
  - C. Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
  - E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- L.2.5. Demonstrate understanding of word relationship and nuances in word meaning
  - A. Identify real-life connections between words and their use.
- 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.)

### **Math**

- MA. 2.2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, pennies, and using symbols.

### **Science**

- ESS3.C: Human Impacts on Earth Systems
  - Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
- ETS1.B: Developing Possible Solutions
  - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

### **Technology**

- TECH.8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **21st Century Life and Career Skills**

- CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Key Concepts and Skills**

### **Reading Literature/ Informational Text**

Students will

- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- determine which part shows alliteration.
- identify the most important points in the text.

- find the similarities and differences in those points when reading texts on the same topic
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know.
- identify the main points in the text.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.
- recognize that characters have different points of view.
- determine how the characters think/feel about the events.
- identify any character's that have similar thinking.
- consider the character's voice when reading out loud.
- describe why a character has a different point of view in a story.
- identify how different historical events, scientific ideas, or "how to" procedures link together in a text.
- identify text details, events, or ideas that are chronological or sequential.
- retell chronological or sequential details in the appropriate order.
- compare and contrast ideas from the text.
- identify reasons that the authors uses to support the main points in a text.
- evaluate how or why the author uses the reasons to support the main points in a text.
- utilize textual evidence in support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- demonstrate good reading habits
- read various types of texts proficiently, independently, and closely within grades 2-3 complexity band.
- determine the text's main purpose according to what the author wants the reader to know.

### **Reading Foundational Skills**

Students will

- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read, when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.

### **Writing**

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.

- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).
- end with a closing statement.
- State an opinion and reasons that support the opinion.
- incorporate simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.
- understand their role as part of a team and the work they are required to accomplish.

### **Speaking and Listening**

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.
- articulate ideas (both verbally and in writing) using complete sentences and ideas.
- provide details or clarifications when speaking as requested.

### **Language**

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences.
- use collective nouns in student writing, not in isolation.
- define and identify apostrophes in writing.
- articulate the purpose and use of apostrophes.
- demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify adjectives and adverbs when reading, writing, and speaking.
- classify adjectives and adverbs in sentences when reading and writing.
- use adjectives and adverbs to appropriately modify words in the sentence.
- show understanding of newly acquired vocabulary (gathered from discussions as well as text).
- make purposeful language choices to communicate in an effective way.
- utilize adjectives and adverbs to describe when necessary.



**Learning Activities****Reading Literature**

- Describe the structure of a story
- Describe how words supply rhythm in a poem
- Comprehend literature, including poetry

**Reading Informational Text**

- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main purpose of a text
- Identify the main topic of a text
- Recount stories and determine their message
- Describe how reasons support specific points
- Describe how reasons support specific points the author makes in a text
- Describe the connection between concepts

**Reading Foundational Skills****Phonics/Word Study**

- Introduce open and closed syllables
- Blend with open and closed syllables
- Introduce CVCe syllables
- Blend words with CVCe syllables
- Introduce consonant + le syllables
- Blend with consonant +le syllables
- Introduce vowel team syllables
- Blend words with vowel team syllables
- Introduce r-controlled vowel syllables
- Blend words with r-controlled vowel syllables

**Fluency**

- Expression
- Intonation
- Pronunciation

**Writing****Write to Sources**

- Write Narrative Texts
- Conduct short research
- Draw evidence from informational texts
- Write opinion texts
- Draw evidence from expository texts
- Draw evidence from myths
- Write informational texts
- Draw evidence from poetry

**Writing Process**

- Draft and revise a summary
- Proofread/edit and publish a summary
- Prewrite a research report
- Draft and revise a research report

**Speaking and Listening**

- Build background knowledge
  - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
  - Generate words and phrases related to the Essential Question-Concept Web
- Engage in collaborative discussions
- Paraphrase from text
- Present information on topics
- Present information on rules

**Language**

- Conventions

- Use adjectives, including commas in series
- Use articles, names, and titles including this, that, these, and those
- Use adjectives that compare
- Use apostrophes with possessive nouns
- Use adverbs and prepositional phrases, with capitalization
- Use adjectives and adverbs, as well as sentence punctuation
- Vocabulary Acquisition
  - Acquire and use academic vocabulary
  - Use context clues to understand the meaning of a word
  - Demonstrate understanding of paragraph clues
  - Use Greek and Latin roots as clues to the meaning of a word
  - Demonstrate understanding of metaphors

### **Assessments**

- Oral Reading Fluency Assessments
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments
- Writing Rubrics
- Project Rubrics