

Stratford School District

Curriculum Map

Language Arts

2nd Grade



Created: July 2024

Board Approved: August 2024

Units and Pacing Guide

Unit	Time Frame
Be A Super Citizen	6 weeks
Look Around and Explore!	6 weeks
Meet in the Middle	6 weeks
Once Upon a Time	6 weeks
Lead the Way!	6 weeks
Weather Wise!	6 weeks

Interdisciplinary Standards:Social Studies

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event

Visual and Performing Arts

- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

Math Practice Standards

1. Make sense of problems and persevere in solving them.
3. Construct viable arguments and critique the reasoning of others.

New Jersey Computer Science and Design Thinking Standards:

- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes
- 8.1.2.AP.4: Break down a task into a sequence of steps
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Career Readiness and Life Literacy Standards

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts
- 9.4.2.TL.2: Create a document using a word processing application.

Unit Topic #1 - Be A Super Citizen

Unit Timeline: 6 weeks

Unit New Jersey Student Learning Standards:

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.MF.2.6: With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.
 - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
 - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title and items in a list.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.VL.2.2. 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 (e.g., addition, additional).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.AS.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Unit Learning Objectives:

Essential Question: How can being a good citizen make a difference to others?

Unit Goals:

- learn and use new vocabulary words in context, demonstrating understanding through speaking and writing activities
- will recognize and apply grade-level phonics patterns to decode and read grade-appropriate texts
- ask and answer questions about key details in a text, demonstrating comprehension through discussions and written responses
- identify elements of a story, including characters, setting, and plot, and explain how these elements contribute to the overall meaning
- read grade-level texts with appropriate speed, accuracy, and expression, demonstrating fluency in oral reading activities
- write simple responses to texts, including retelling key events and expressing personal opinions or connections to the story.
- actively listen to stories read aloud and respond appropriately, demonstrating comprehension through discussion

Reading Skills Focus

- Central Idea
- Setting
- Monitor and Clarify
- Author's Purpose
- Summary
- Characters
- Visualization

Writing Skills Focus

- Identify steps in the writing process
- Writing Focus - Personal Narrative
 - Transition words, dialogue, story elements, sensory details

Vocabulary

- Focus on adjectives (words that describe people, places, things)
- Focus on the suffixes -ed, -ing
- Define and identify antonyms

Unit Resources:

Core: HMH Into Reading- texts, anchor charts, lesson videos
 Supplemental: Reading journals, Raz-Kids, Epic, iXL, Geodes, FUNReaders

Learning Plan:

For each day:

- Introduce target skill using HMH anchor charts
- Introduce daily story- watch lesson video and introduce vocabulary through HMH
- Begin a shared, buddy, or independent close read of focus story
- Monitor comprehension through reading
- Follow up with supplemental reading journal comprehension check
- Close lesson with an activity (pair share, IXL jamboard etc)

Unit Assessments:

Formative: Reading journal responses, closure quick checks, small group skills
 Summative: Module Assessment, Weekly Assessment as needed
 Alternate: anecdotal records, running records, teacher observation, classroom projects, independent work

Unit Topic #2 - Look Around and Explore!

Unit Timeline: 6 weeks

Unit New Jersey Student Learning Standards:

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - B. Capitalize holidays, product names and geographic names.
 - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- L.VL.2.2. 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).
 - C. Use a 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.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

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

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

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

Unit Learning Objectives

Essential Question: How does exploring help us understand the world around us?

Unit Goals:

- Use context clues to determine the meaning of new words and incorporate them into their speaking and writing.
- Summarize key details from a text and make predictions about what will happen next based on text evidence.
- Describe the traits, motivations, and feelings of characters in stories, supporting their answers with examples from the text.
- Identify and describe the beginning, middle, and end of a story, explaining how events are connected.
- Read aloud with appropriate phrasing and intonation, demonstrating increased fluency and expression in their reading.
- Identify and use various text features (e.g., bold print, illustrations, charts) to enhance understanding of informational texts.
- Participate in group discussions, sharing their thoughts and ideas about texts while responding to peers' comments.

Reading Skills Focus:

- Author's Purpose
- Central Idea
- Make Inferences
- Poetry Elements
- Making COnections
- Visualization
- Drama Elements

Writing Skills Focus:

- **Descriptive Writing**
 - Introduce a topic, utilize facts, details evidence to develop ideas, provide a conclusion

Vocabulary

- Define and identify synonyms
- Focus on the Suffixes: -er, -est,
- Nouns

Unit Resources:

Core: HMH Into Reading- texts, anchor charts, lesson videos
Supplemental: Reading journals, Raz-Kids, Epic, iXL, Geodes, FUNReaders

Learning Plan:

For each day:

- Introduce target skill using HMH anchor charts
- Introduce daily story- watch lesson video and introduce vocabulary through HMH
- Begin a shared, buddy, or independent close read of focus story
- Monitor comprehension through reading
- Follow up with supplemental reading journal comprehension check
- Close lesson with an activity (pair share, IXL jamboard etc)

Unit Assessments:

Formative: Reading journal responses, closure quick checks, small group skills

Summative: Module Assessment, Weekly Assessment as needed

Alternate: anecdotal records, running records, teacher observation, classroom projects, independent work

Unit Topic #3 - Meet in the Middle

Unit Timeline: 6 weeks

Unit New Jersey Student Learning Standards:

- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- A. Introduce an opinion.
 - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.KL.2.1.A-B Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.2.2. 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).
 - C. Use a 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.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- SL.PE.2.1.A-C Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit Learning Objectives:

Essential Question: How can people work out disagreements?

Unit Goals:

- Identify the main idea and supporting details in a text, summarizing the information effectively.
- Discuss the theme or moral of stories, providing examples to illustrate their understanding.
- Compare and contrast the actions and characteristics of different characters, explaining how they contribute to the story's message.
- Read grade-level texts with increased confidence, focusing on expression, pacing, and punctuation during oral reading.
- Create simple narratives or stories that include a clear beginning, middle, and end, incorporating dialogue and descriptive details.
- Recognize different text structures (e.g., cause and effect, sequence) in both fiction and nonfiction texts and use them to aid comprehension.
- Engage in partner or group activities, discussing texts and collaborating to answer questions, fostering teamwork and communication skills.

Reading Focus Skills:

- Central Idea
- Point of View
- Monitor and Clarify
- Theme
- Make and confirm predictions
- Text organization
- Synthesize information

Writing Focus

- **Persuasive Text**
 - Introduce an opinion, support opinions with facts and evidence, provide a clear conclusion

Vocabulary

- Context clues
- Prefixes: un-, re-
- Suffixes: -ed, -ing

Unit Resources:

Core: HMH Into Reading- texts, anchor charts, lesson videos
Supplemental: Reading journals, Raz-Kids, Epic, iXL, Geodes, FUNReaders

Learning Plan:

For each day:

- Introduce target skill using HMH anchor charts
- Introduce daily story- watch lesson video and introduce vocabulary through HMH
- Begin a shared, buddy, or independent close read of focus story
- Monitor comprehension through reading
- Follow up with supplemental reading journal comprehension check
- Close lesson with an activity (pair share, IXL jamboard etc)

Unit Assessments:

Formative: Reading journal responses, closure quick checks, small group skills
Summative: Module Assessment, Weekly Assessment as needed
Alternate: anecdotal records, running records, teacher observation, classroom projects, independent work

Unit Topic #4 - Once Upon a Time

Unit Timeline: 6 weeks

Unit New Jersey Student Learning Standards:

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
 - B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
 - C. Use transitional words to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experience and events.
 - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
 - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.2.2.A-E Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- SL.PE.2.1.A-C Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

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

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

Unit Learning Objectives:

Essential Question: What lesson can we learn from characters in stories?

Unit Goals:

- Use new vocabulary in sentences, demonstrating understanding through context and word relationships.
- Make inferences and draw conclusions based on information presented in texts, supporting their ideas with textual evidence.
- Identify and describe features of various genres (e.g., fiction, nonfiction, poetry) and discuss how these features help convey meaning.
- Analyze the plot of a story, identifying key events, conflicts, and resolutions, and explaining how they contribute to the overall story.
- Read aloud with improved expression and clarity, using punctuation cues to guide their reading.
- Write responses to texts that include personal reflections and connections, using complete sentences and supporting details.
- Compare and contrast different texts on similar themes or topics, discussing similarities and differences in content and style.
- Participate in discussions about texts, listening actively to peers and articulating their thoughts clearly and respectfully.

Reading Focus Skills

- Story Structure and Text Organization
- Make Inferences
- Visualization
- Figurative Language
- Cause and Effect

Writing Focus Skills:

- Creative Writing
- Utilize Figurative Language, Incorporate story elements

Vocabulary

- Multiple Meaning Words
- Adjectives
- Adverbs

Unit Resources:

Core: HMH Into Reading- texts, anchor charts, lesson videos

Supplemental: Reading journals, Raz-Kids, Epic, iXL, Geodes, FUNReaders

Learning Plan:

For each day:

- Introduce target skill using HMH anchor charts
- Introduce daily story- watch lesson video and introduce vocabulary through HMH
- Begin a shared, buddy, or independent close read of focus story
- Monitor comprehension through reading
- Follow up with supplemental reading journal comprehension check
- Close lesson with an activity (pair share, IXL jamboard etc)

Unit Assessments:
Formative: Reading journal responses, closure quick checks, small group skills Summative: Module Assessment, Weekly Assessment as needed Alternate: anecdotal records, running records, teacher observation, classroom projects, independent work

Unit Topic #5 - Lead the Way!

Unit Timeline: 6 weeks

Unit New Jersey Student Learning Standards:

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.2.2.A -E Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.VI.2.3.A - C Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- SL.PE.2.1.A-C Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit Learning Objectives:

Essential Question: What are the qualities of a good leader?

Unit Goals:

- Analyze character motivations and actions in a text, discussing how these elements affect the plot and theme.
- Identify and discuss themes in stories, explaining how characters and events support these themes.
- Describe and analyze the use of dialogue and descriptive language in texts, discussing how they enhance storytelling.
- Read grade-level texts smoothly and with appropriate intonation, demonstrating increased confidence and expression in oral reading.
- Work in small groups to discuss texts, sharing ideas and supporting one another in understanding and analysis.
- Engage in the writing process and revise and edit writing

Reading Focus Skills

- Characters
- Summarize
- Text Features
- Evaluate
- Ideas and Support
- Text Organization/Text Features
- Summarize
- Content-Area Words
- Chronological Order

Writing Focus Skills:

- Personal Essay

Vocabulary

- Suffixes -y, -ly
- Reference Sources
- Prefix dis-

Unit Resources:

Core: HMH Into Reading- texts, anchor charts, lesson videos

Supplemental: Reading journals, Raz-Kids, Epic, iXL, Geodes, FUNReaders

Learning Plan:

For each day:

- Introduce target skill using HMH anchor charts
- Introduce daily story- watch lesson video and introduce vocabulary through HMH
- Begin a shared, buddy, or independent close read of focus story
- Monitor comprehension through reading
- Follow up with supplemental reading journal comprehension check
- Close lesson with an activity (pair share, IXL jamboard etc)

Unit Assessments:

Formative: Reading journal responses, closure quick checks, small group skills

Summative: Module Assessment, Weekly Assessment as needed

Alternate: anecdotal records, running records, teacher observation, classroom projects, independent work

Unit Topic #6 - Weather Wise!

Unit Timeline: 6 weeks

Unit New Jersey Student Learning Standards:

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

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

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

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

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

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

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

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

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

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

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

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

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

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.2.2.A-E Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

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

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

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

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

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

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

Unit Learning Objectives:

Essential Question: How does weather affect us?

Unit Goals:

- Summarize longer texts, identifying key ideas and important details while maintaining the sequence of events.
- Compare and contrast settings and characters across different texts, discussing how these elements influence the story.
- Discuss the point of view of different characters in a story and how it affects their actions and motivations.

- Read aloud with increased speed, accuracy, and expression, demonstrating a deeper understanding of rhythm and phrasing.
- Identify and analyze text structures in nonfiction, such as cause and effect or problem and solution, to enhance comprehension.
- Engage in partner or group discussions, actively listening and responding to others' ideas to build collaborative understanding.

Reading Focus Skills

- Text Features
- Ask and Answer Questions
- Elements of Poetry
- Cause and Effect
- Content-Area Words
- Make Connections
- Point of View
- Evaluate
- Make Inferences

Writing Focus Skills:

- Poem/Research Writing

Vocabulary

- Suffixes: -er, -est
- Homophones
- Prefixes: un-, re-
- Inflections: -ed, -ing

Unit Resources:

Core: HMH Into Reading- texts, anchor charts, lesson videos
 Supplemental: Reading journals, Raz-Kids, Epic, iXL, Geodes, FUNReaders

Learning Plan:

For each day:

- Introduce target skill using HMH anchor charts
- Introduce daily story- watch lesson video and introduce vocabulary through HMH
- Begin a shared, buddy, or independent close read of focus story
- Monitor comprehension through reading
- Follow up with supplemental reading journal comprehension check
- Close lesson with an activity (pair share, IXL jamboard etc)

Unit Assessments:

Formative: Reading journal responses, closure quick checks, small group skills
 Summative: Module Assessment, Weekly Assessment as needed
 Alternate: anecdotal records, running records, teacher observation, classroom projects, independent work

ACCOMMODATIONS and MODIFICATIONS

Additional accommodations can also be found in the curriculum [appendix](#).

504 <ul style="list-style-type: none">• Work with fewer items per page or line and/or materials in a larger print size• Sit where he learns best (for example, near the teacher, away from distractions)• Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)• Use an alarm to help with time management• Take frequent breaks, such as after completing a task• Use visual presentations of verbal material, such as word webs and visual organizers	Special Education <ul style="list-style-type: none">• Use physical manipulatives for blending• Listen to audio recordings instead of reading text• Always keep the Closed Captioning option ON when showing videos or TV segments so that all students can listen to and read the information.• Take more time to complete a task or a test• Take sections of a test in a different order• Be given a written list of instructions• Sit where they learn best (for example, near the teacher, away from distractions)• Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)• Have extra time to process oral information and directions• Complete fewer or different homework problems than peers
At-Risk <ul style="list-style-type: none">• Use physical manipulatives for blending• Mark texts with a highlighter• Be given a written list of instructions• Flexible due dates• Ability to resubmit assignments• Sit where he learns best (for example, near the teacher, away from distractions)• Use visual presentations of verbal material, such as word webs and visual organizers	Gifted and Talented <ul style="list-style-type: none">• Avoid drill and practice activities.• Create specialized learning centers for skill work• Provide opportunities for divergent (many answers) and convergent (best answer) thinking• Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.• Higher level support text• Allow gifted students to move more quickly through the material• Provide higher level thinking questions to invoke thoughtful written responses
Multilingual Learners <ul style="list-style-type: none">• Explanation of directions (English)• Repeat directions• Preferential seating• Have curriculum materials translated into native language• Provide verbal praise or tangible reinforcement to increase motivation• Answer orally, point to answer	