

NEPTUNE CITY SCHOOL DISTRICT

English Language Arts Curriculum 2nd Grade



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS

CURRICULUM

2ND GRADE

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Unit Plan Title	Unit 1
Suggested Time Frame	6 Weeks

Overview / Rationale
<p>Unit 1 is designed to allow students to engage in meaningful reading and writing in both fiction and nonfiction. As a part of the reading instruction, students will advance their skills by questioning the text and identifying the relationship of a text's structure to its meaning. In addition, student reading comprehension will be supported through instructional focus on phonics, expression and accuracy. Narrative writing serves to complement the reading material and engage the student's background knowledge. Finally, students serve as active participants in large and smaller group discussions that collaborate to create norms and build on each other's ideas. By the end of the year, students will read and comprehend both literary and informational texts independently.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> A. With modeling or prompting, separate run-on sentences and identify fragments, <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <p>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.</p> <ul style="list-style-type: none"> 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.

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.

RI.CI.2.2. Recount a text in oral and written form and determine the 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.

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

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.

from different cultures.

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.

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.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.

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

New Jersey Student Learning Standards – Science

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

Computer Science and Design Thinking

Computing Science

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

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

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. 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Maria Celebrates Brazil and Dinner at Alejandro's.

Unit 1 Weeks 1 & 2:

- Genre Focus: REALISTIC FICTION
- Essential Question: How are families around the world the same and different?

Unit 1 Weeks 3 & 4:

- Genre Focus: Fantasy
- Essential Question: How do friends depend on each other?

Unit 1 Week 5:

- Genre Focus: Expository Text
- What happens when families work together?

Unit 1 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Realistic stories tell about characters, settings, and events that could exist.
- Fantasy stories include elements that could not happen in real life.
- Reading stories from different points of view allows us to learn about other people's perspectives.
- Storytelling is a very old tradition shared by many cultures around the world.
- People tell stories to entertain, educate, and share ideas.

Knowledge:

Students will know:

- How to read and understand realistic fiction
- How to use text evidence to respond to realistic fiction
- How families around the world are the same and different.

Skills:

Students will be able to...

- Read and understand realistic fiction
- Describe a story's plot, or what happens in the beginning, middle, and end of a story.
- Identify the features of realistic fiction.
- Read and understand social studies and science texts
- Use captions to understand an expository text
- Compare texts to understand how families around the world are the same and different
- Use text evidence to answer questions about a text.
- Use text evidence to write about a text.

	<ul style="list-style-type: none"> ● Use new vocabulary about families around the world.
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
Pre-Assessments: <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records Summative Assessments: <ul style="list-style-type: none"> ● Benchmark Assessments

Stage 3 – Learning Plan Unit 1 Week 1	
Genre	Realistic Fiction
Key Concept	Families around the World
Story	<i>Maria Celebrates Brazil</i>
Paired Anthology	<i>A Look at Families</i>
Interactive Cards	<i>Dinner at Alejandro's</i>
Comprehension Strategy	<i>Visualize</i>
Comprehension Skill	<i>Character, Setting, Events</i>
Author's Craft	<i>Captions</i>
Leveled Reader	<i>Music of My Family</i> <i>Happy New Year</i> <i>I'm Down Under</i>
Decodable Reader	<i>Pat and Tim</i>
Spelling Words	<i>Has, wag, bad, si, will, sat, had, fi, him, if, can, hit, why, for, help</i>
High-Frequency Words	<i>Ball, blue both, even, for, help, put, there, why, yellow</i>
Phonemic Awareness	<i>Blending, categorization, segmentation</i>
Phonics Skill	<i>Short a/short i</i>
Structural Analysis	<i>Plural Nouns with -s, -es</i>
Oral Vocab Words	<i>Awkward, outrageous, panic, relief, squawked</i>
Vocabulary	<i>Aside, culture, fair, invited, language, plead, scurries, share</i>
Grammar	<i>Statements and Questions</i>

Stage 3 – Learning Plan Unit 1 Week2	
Genre	Realistic Fiction
Key Concept	Families around the World
Story	<i>Maria Celebrates Brazil</i>
Paired Anthology	<i>A Look at Families</i>
Interactive Cards	<i>Dinner at Alejandro's</i>
Comprehension Strategy	<i>Visualize</i>
Comprehension Skill	<i>Character, Setting, Events</i>
Author's Craft	<i>Captions</i>
Leveled Reader	<i>Music of My Family</i>

	<i>Happy New Year I'm Down Under</i>
<i>Decodable Reader</i>	<i>Pat and Tim</i>
<i>Spelling Words</i>	<i>Has, wag, bad, si, will, sat, had, fi, him, if, can, hit, why, for, help</i>
<i>High-Frequency Words</i>	<i>Ball, blue both, even, for, help, put, there, why, yellow</i>
<i>Phonemic Awareness</i>	<i>Blending, categorization, segmentation</i>
<i>Phonics Skill</i>	<i>Short a/short i</i>
<i>Structural Analysis</i>	<i>Plural Nouns with -s, -es</i>
<i>Oral Vocab Words</i>	<i>Awkward, outrageous, panic, relief, squawked</i>
<i>Vocabulary</i>	<i>Aside, culture, fair, invited, language, plead, scurries, share</i>
<i>Grammar</i>	<i>Statements and Questions</i>

Stage 3 – Learning Plan Unit 1 Week 3	
<i>Genre</i>	<u>Fantasy</u>
Key Concept	Friends Help Friends
<i>Story</i>	<i>RWC-Little Flap Learns to Fly</i>
<i>Paired Anthology</i>	<i>The Enormous Turnip</i>
<i>Interactive Cards</i>	<i>The New Kid</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Key Details</i>
<i>Author's Craft</i>	<i>Theme</i>
<i>Leveled Reader</i>	<i>A-Cat and Dog O-The Quest B-Class Pets</i>
<i>Decodable Reader</i>	<i>Spot and Fran</i>
<i>Spelling Words</i>	<i>Grass, trips, crack, still, west, mask, clap, plans, milk, belt, fog, tub, by, he, she</i>
<i>High-Frequency Words</i>	<i>Boy, by, girl, he, here, she, small, want, were, what</i>
<i>Phonemic Awareness</i>	<i>Categorization, substitution, blending</i>
<i>Phonics Skill</i>	<i>2 letter blends r, s, t, l</i>
<i>Structural Analysis</i>	<i>Closed syllables</i>
<i>Oral Vocab Words</i>	<i>Awkward, outrageous, panic, relief, squawked</i>

<i>Vocabulary</i>	<i>Actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i>
<i>Grammar</i>	<i>Subjects</i>

Stage 3 – Learning Plan Unit 1 Week 4	
Genre	Fantasy
Key Concept	Friends help friends
Story	Book-Help! A Story of Friendship
<i>Paired Anthology</i>	<i>The Enormous Turnip</i>
<i>Interactive Cards</i>	<i>The New Kid</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Key Details</i>
<i>Author's Craft</i>	<i>Theme</i>
<i>Leveled Reader</i>	<i>Cat and a Dog The Quest Class Pets</i>
<i>Decodable Reader</i>	<i>Spot and Fran</i>
<i>Spelling Words</i>	<i>Bag, cap, ham, bake, ate, mad, back, cape, made, rake, still, belt, into, done, your</i>
<i>High-Frequency Words</i>	<i>Another, done, into, move, now, show, too, water, year, your</i>
<i>Phonemic Awareness</i>	<i>Blending, categorization, segmentation</i>
<i>Phonics Skill</i>	<i>Short a/ long a 'a_e'</i>
<i>Structural Analysis</i>	<i>-ed/-ing</i>
<i>Oral Vocab Words</i>	<i>Awkward, outrageous, panic, relief, squawked</i>
<i>Vocabulary</i>	<i>Actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i>
<i>Grammar</i>	<i>Predicates</i>

Stage 3 – Learning Plan Unit 1 Week 5	
Genre	Expository
Key Concept	Families Working Together

Story	Community Heroes & Dad for Mayor!
<i>Interactive Cards</i>	<i>Families Today</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Key Details</i>
<i>Author's Craft</i>	<i>Photos And Captions</i>
<i>Leveled Reader</i>	<i>Families at Work</i>
<i>Decodable Reader</i>	<i>Mike's Big Bike</i>
<i>Spelling Words</i>	<i>Did, fin, pick, line, pipe, tip, mix, five, side, hike, cape, made, all, any, says</i>
<i>High-Frequency Words</i>	<i>All, any, goes, new, number, other, right, says, understands, work</i>
<i>Phonemic Awareness</i>	<i>Phoneme isolation, blending and categorization,</i>
<i>Phonics Skill</i>	<i>Short i/ long i "i_e"</i>
<i>Structural Analysis</i>	<i>Possessives</i>
<i>Oral Vocab Words</i>	<i>Exchange, homework, lucky, members, treasure</i>
<i>Vocabulary</i>	<i>Checks, choose, chores, cost, jobs, customers, spend, tools</i>
<i>Grammar</i>	<i>Expanding and combining Sentences</i>

Stage 3 – Learning Plan Unit 1 Week 6	
Review, Extend, and Assess	Expository
Key Concept	Families Working Together
<i>Social Studies Reading and Writing Companion</i>	Community Heroes & Dad for Mayor!
<i>Science Reading and Writing Companion</i>	<i>Taking Care of Freddy and Busy Bees</i>
<i>Expository Text: Reading/Writing Companion</i>	<i>Draft. Revise Peer Conference, Edit and Proofread, Publish Present and Evaluate</i>
<i>Summative Assessment</i>	<i>Unit 1 Summative Assessment</i>

Unit Plan Title	Unit 2
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Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 2 The kinds of texts within this unit will cover topics about animals through the genres of nonfiction, fables, and poetry. They will learn about nonfiction text features, main topics, key details, and main ideas. They will also learn about characters, sequence, and author's purpose. Learning these skills will help students with comprehension. They will use and apply these skills in different text genres and will be able to respond to questions about literature.integrates reading and writing informational /expository texts. The central focus of reading within this unit is identifying the main idea and features of a text to read more efficiently. For foundational reading skills, students continue to apply grade level phonics and skills in decoding words. In addition, this unit introduces opinion and informative/explanatory writing. Writers are expected to give information or explain how to do something using evidence-based facts and definitions. Within the writing process, writers will strengthen writing as needed through self-reflection, revising, and editing

Unit 2 Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

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

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

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

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

- A. Regular, single-syllable words
- B. Regular two- and three-syllable words
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does)
 - ii. Pattern-based words (which, kind, have).

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

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.

L.KL.2.1. 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.

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.

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.

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.

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.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.

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals col

New Jersey Student Learning Standards – Science

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

Computer Science and Design Thinking

Computing Science

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Amira's Petting Zoo and The Dingo and His Shadow

Unit 2 Weeks 1 & 2:

- **Genre Focus:** EXPOSITORY TEXT
- **Essential Question:** How are offspring like their parents?

Unit 2 Weeks 3 & 4:

- **Genre Focus:** FABLE
- **Essential Question:** What can animals in stories teach us?

Unit 2 Week 5:

- **Genre Focus:** POETRY

Enduring Understandings:

Students will be able to understand:

-
- Storytelling is a very old tradition shared by many cultures around the world.
- People tell stories to entertain, educate, and share ideas.
- • Reading is a lifelong skill that enhances learning and provides enjoyment.

<ul style="list-style-type: none"> ● Essential Question: What do we love about animals? <p>Unit 2 Week 6:</p> <ul style="list-style-type: none"> ● Genre Focus: REVIEW, EXTEND, AND ASSESS 	<ul style="list-style-type: none"> ● Reading informational text expands our understanding of the world and its people. ● Reading serves different purposes. ● Reading includes active listening and independent application of skills. ● Informational texts have specific features that aid in understanding.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● How to read and understand expository text ● How to use text evidence to respond to expository ● How offspring are like their parents ● Why we read expository text ● How to understand the structure of a text ● How to read and understand poetry 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how a diagram and labels add meaning to a text. ● Understand the central idea and relevant details in an expository text. ● Identify the features of expository text. ● Compare texts to understand how offspring are like their parents. ● Explain how images contribute to and clarify a text. ● Determine the meaning of words and phrases in a 2nd grade text relative to content areas. ● Identify key details in a poem ● Write a research report. ● Write a rhyming poem.

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C)

ELL Small group guide
 Newcomer cards
 Newcomer Teacher's Guide
 Center Activity Cards (Reading)
 Center Activity Cards (Phonics/Word Study)
 Center Activity Cards (Writing)
 Digital Tools
 Vocabulary Cards

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan Unit 2 Week 1	
Genre	<i>Expository</i>
Key Concept	<i>Eagles and Eaglets</i>
Story	<i>Maria Celebrates Brazil</i>
<i>Paired Anthology</i>	<i>From Caterpillar to Butterfly</i>
<i>Interactive Cards</i>	<i>Wild Animal Families</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Main Topic and Key Details</i>
<i>Author's Craft</i>	<i>Diagrams</i>
<i>Leveled Reader</i>	<i>Animal Families</i>
<i>Decodable Reader</i>	<i>At Home in a Pond</i>
<i>Spelling Words</i>	<i>Box, fox, dog, lock, pot, cone, home, nose, poke, rope, side, line, have, off, took</i>

<i>High-Frequency Words</i>	<i>Because, cold, family, friends, have, know, off, picture, school, took</i>
<i>Phonemic Awareness</i>	<i>Addition, substitution, blending</i>
<i>Phonics Skill</i>	<i>short o/long o 'o_e'</i>
<i>Structural Analysis</i>	<i>-ed/-ing</i>
<i>Oral Vocab Words</i>	<i>Guide, leader, protect, provide, separate</i>
<i>Vocabulary</i>	<i>Adult, alive, covered, fur, giant, groom, mammal, offspring</i>
<i>Grammar</i>	<i>Nouns</i>

Stage 3 – Learning Plan Unit 2 Week2	
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Genre	<i>Expository</i>
Key Concept	<i>Animals and Offspring</i>
Story	<i>Book-Baby Bears</i>
Paired Anthology	<i>From Caterpillar to Butterfly</i>
Interactive Cards	<i>Wild Animal Families</i>
Comprehension Strategy	<i>Reread</i>
Comprehension Skill	<i>Main Topic & Key Details</i>
Author's Craft	<i>Diagrams</i>
Leveled Reader	<i>AOB-Animal Families</i>
Decodable Reader	<i>At Home in a Pond</i>
Spelling Words	<i>Mule, fuse, plum, use, dug, cub, hum, cute, must, fun, rope, nose, look, yes, their</i>
High-Frequency Words	<i>Change, cheer, fall, five, look, open, should, their, won, yes</i>
Phonemic Awareness	<i>Deletion, segmentation, blending</i>
Phonics Skill	<i>short ou, long u 'u_e'</i>
Structural Analysis	<i>CVCe syllables</i>
Oral Vocab Words	<i>Guide, leader, protect, provide, separate</i>
Vocabulary	<i>Adult, alive, covered, fur, giant, groom, mammal, offspring</i>
Grammar	<i>Singular/Plural Nouns</i>

Stage 3 – Learning Plan Unit 2 Week 3	
Genre	<i>Fable</i>
Key Concept	<i>Animal Lessons</i>
Story	<i>The Boy Who Cried Wolf</i>
Paired Anthology	<i>Cinderella & Friends</i>
Interactive Cards	<i>The Fox and the Crane</i>
Comprehension Strategy	<i>Make, Confirm, Revise Predictions</i>
Comprehension Skill	<i>Character, Setting, Plot</i>
Author's Craft	<i>Text Structure: Compare/Contrast</i>
Leveled Reader	<i>A-The Cat and the Mice O-The Dog and the Bone B-The Spider and the Honey Tree</i>
Decodable Reader	<i>Mice on Ice</i>
Spelling Words	<i>Trace, place, badge, cage, space, ice, bulge, range, edge, mice, mule, cute, out, wash, saw</i>
High-Frequency Words	<i>Almost, buy, food, out, pull, saw, sky, straight, under, wash</i>
Phonemic Awareness	<i>Segmentation, substitution, blending</i>
Phonics Skill	<i>Soft c soft g</i>
Structural Analysis	<i>Prefixes</i>
Oral Vocab Words	<i>Affection, crave, frustrated, nourishment, seek</i>
Vocabulary	<i>Believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i>
Grammar	<i>Kinds of Nouns</i>

Stage 3 – Learning Plan Unit 2 Week 4	
Genre	<i>Fable</i>
Key Concept	<i>Animal Lessons</i>
Story	<i>Book-Wolf! Wolf!</i>
Paired Anthology	<i>Cinderella & Friends</i>
Interactive Cards	<i>The Fox and the Crane</i>
Comprehension Strategy	<i>Make, Confirm, Revise Predictions</i>

<i>Comprehension Skill</i>	<i>Character, Setting, Plot</i>
<i>Author's Craft</i>	<i>Text Structure: Compare/Contrast</i>
<i>Leveled Reader</i>	<i>A-The Cat and the Mice O-The Dog and the Bone B-The Spider and the Honey Tree</i>
<i>Decodable Reader</i>	<i>Mice on Ice</i>
<i>Spelling Words</i>	<i>Chop, catch, shape, trash, phone, that, sting, thin, bring, while, place, badge, seven, isn't, early</i>
<i>High-Frequency Words</i>	<i>Baby, early, eight, isn't, learn, seven, start, these, try, walk</i>
<i>Phonemic Awareness</i>	<i>Identify & generate rhyme</i>
<i>Phonics Skill</i>	<i>Digraphs/trigraphs ch, tch, sh, ph, th, ng, wh</i>
<i>Structural Analysis</i>	<i>Suffixes</i>
<i>Oral Vocab Words</i>	<i>Affection, crave, frustrated, nourishment, seek</i>
<i>Vocabulary</i>	<i>Believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i>
<i>Grammar</i>	<i>Irregular Plural Nouns</i>

Stage 3 – Learning Plan Unit 2 Week 5	
<i>Genre</i>	<i>Poetry</i>
Key Concept	<i>We Love Animals</i>
<i>Story</i>	<i>RWC-Cats & Kittens, Desert Camels, A Bat is Not a Bird Book Beetles, The Little Turtle</i>
<i>Paired Anthology</i>	<i>Gray Goose</i>
<i>Interactive Cards</i>	<i>The Furry Alarm Clock, Little Crocodile</i>
<i>Comprehension Strategy</i>	<i>Rhythm</i>
<i>Comprehension Skill</i>	<i>Key Details</i>
<i>Author's Craft</i>	<i>Structures & Patterns</i>
<i>Leveled Reader</i>	<i>A-Amira's Petting Zoo O-Alice's New Pet B-Ava's Animals</i>
<i>Decodable Reader</i>	<i>Mrs. Sprig's Spring Flowers</i>
<i>Spelling Words</i>	<i>Scratch, scrape, spring, throne, stripe, strange, shred, shrub, splash, split, catch, sting, far, flower, until</i>
<i>High-Frequency Words</i>	<i>Bird, far, field, flower, grow, leaves, light, orange, ready, until</i>

<i>Phonemic Awareness</i>	<i>Identify & generate rhyme</i>
<i>Phonics Skill</i>	<i>3 letter blends scr spr str thr spl shr</i>
<i>Structural Analysis</i>	<i>Compound Words</i>
<i>Oral Vocab Words</i>	<i>Alarm, howling, knobby, munch, problem</i>
<i>Vocabulary</i>	<i>Behave, express, feathers, flapping</i>
<i>Grammar</i>	<i>Possessive Nouns</i>

Stage 3 – Learning Plan Unit 2 Week 6	
Review, Extend, and Assess	Expository
Key Concept	Animals
<i>Social Studies Reading and Writing Companion</i>	Florida Panther National Wildlife Refuge and Monarch Butterflies on the Move
<i>Science Reading and Writing Companion</i>	<i>A Prairie Guard Dog & A Visit to the Desert</i>
<i>Poetry Reading/Writing Companion</i>	<i>Draft. Revise Peer Conference, Edit and Proofread, Publish Present and Evaluate</i>
<i>Summative Assessment</i>	<i>Unit 2 Summative Assessment</i>

Unit Plan Title	Unit 3
Suggested Time Frame	6 Weeks

Overview / Rationale
Throughout this unit students will read various texts about how people in a community work together. They will learn through narrative nonfiction and fictional stories about how important it is to help each other out, especially those in need. They will also look at text features in an expository text such as diagrams, photos and captions.

Unit 3 Stage 1 – Desired Results
Established Goals: New Jersey Student Learning Standards - English Language Arts L.WF.2.1. Demonstrate command of the conventions of writing. 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. 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

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

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.

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.

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.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.

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

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

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

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals col

New Jersey Student Learning Standards – Science

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

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

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.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Unit 3 Weeks 1 & 2:

- **Genre Focus:** NARRATIVE NONFICTION
- **Essential Question:** How can people help out their community?

Unit 3 Weeks 3 & 4:

Genre Focus: FICTION

Essential Question: What can we see in the sky?

Unit 3 Week 5:

- **Genre Focus:** EXPOSITORY TEXT
- **Essential Question:** How do you express yourself?

Unit 3 Week 6:

- **Genre Focus:** REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Fictional stories help us explore imaginative worlds, learn about characters' feelings, and think about different situations. This helps us understand how others might feel and how we might act in similar situations.
- Expository texts provide clear information about real topics like animals, how things work, or different places. Reading these texts helps us learn interesting facts and understand how the world works
- Real stories can be exciting and help us learn true things about people, places, and events. By reading these stories, we can better understand and appreciate different experiences.

Knowledge:

Students will know:

Skills:

Students will be able to...

<ul style="list-style-type: none"> • How to ask and answer questions to understand narrative nonfiction • How to identify other individuals who exemplify good citizenship • To reread to understand fiction • How to apply skills and strategies to read fiction • To observe, describe, and record patterns • How to read fluently with appropriate rate and expression • How to combine information from multiple texts 	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding • Reread to analyze s and strategies to read narrative nonfiction, craft and structure • Apply strategies and skills to read a personal narrative • Read fluently with phrasing • Use Context Clues to confirm or self correct word recognition and understanding, rereading as necessary • Apply strategies and skills to read expository text • Read grade-level text orally with accuracy, appropriate rate, expression and automaticity on successive readings • Know and use various text features to locate key facts or information in a text efficiently • Compare and contrast the most important points presented by two texts on the same topic • Participate in shared research and writing projects in which students must recall information from experiences or gather information from provided sources to answer a question.
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 3 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards

Newcomer Teacher's Guide
 Center Activity Cards (Reading)
 Center Activity Cards (Phonics/Word Study)
 Center Activity Cards (Writing)
 Digital Tools
 Vocabulary Cards

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan Unit 3 Week 1	
Genre	<i>Narrative Nonfiction</i>
Key Concept	<i>Helping the Community</i>
Story	<i>Lighting Lives</i>
<i>Paired Anthology</i>	<i>Landing on Your Feet</i>
<i>Interactive Cards</i>	<i>Color Your Community</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Author's Purpose</i>
<i>Author's Craft</i>	<i>Time Words</i>
<i>Leveled Reader</i>	<i>City Communities</i>
<i>Decodable Reader</i>	<i>The Great Plains</i>
<i>Spelling Words</i>	<i>Nail, train, main, hay, stay, break, steak, weigh, sleigh, prey, scrape, strange, good, often, two</i>

<i>High-Frequency Words</i>	<i>About, around, good, great, idea, often, part, second, two, world</i>
<i>Phonemic Awareness</i>	<i>Identify & generate rhyme</i>
<i>Phonics Skill</i>	<i>Long a: ai, ay, ea, ei, eigh, ey, a</i>
<i>Structural Analysis</i>	<i>Contractions with 's, 're, 'll, 've</i>
<i>Oral Vocab Words</i>	<i>Artist, celebration, commented, community, mural</i>
<i>Vocabulary</i>	<i>Across, borrow, countryside, ideas, insists, lonely, solution, villages</i>
<i>Grammar</i>	<i>Action Verbs</i>

Stage 3 – Learning Plan Unit 3 Week 2	
<i>Genre</i>	<i>Narrative Nonfiction</i>
Key Concept	<i>Helping the Community</i>
<i>Story</i>	<i>Book-Biblioburro</i>
<i>Paired Anthology</i>	<i>Landing on Your Feet</i>
<i>Interactive Cards</i>	<i>Color Your Community</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Author's Purpose</i>
<i>Author's Craft</i>	<i>Time Words</i>
<i>Leveled Reader</i>	<i>City Communities</i>
<i>Decodable Reader</i>	<i>The Great Plains</i>
<i>Spelling Words</i>	<i>Light, sight, mind, cry, tie, high, wild, dry, try, lie, hay, steak, begin, those, apart</i>
<i>High-Frequency Words</i>	<i>Also, apart, begin, either, hundred, over, places, those, which, without</i>
<i>Phonemic Awareness</i>	<i>Isolation, substitution, blending, categorization</i>
<i>Phonics Skill</i>	<i>Long i: I, y, igh, ie</i>
<i>Structural Analysis</i>	<i>Open syllables</i>
<i>Oral Vocab Words</i>	<i>Artist, celebration, commented, community, mural</i>
<i>Vocabulary</i>	<i>Across, borrow, countryside, ideas, insists, lonely, solution, villages</i>
<i>Grammar</i>	<i>Present Tense Verbs</i>

Stage 3 – Learning Plan Unit 3 Week 3	
Genre	<i>Fiction</i>
Key Concept	<i>The sky</i>
Story	<i>Starry Night</i>
<i>Paired Anthology</i>	<i>Day to Night</i>
<i>Interactive Cards</i>	<i>The Hidden Sun</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Sequence</i>
<i>Author's Craft</i>	<i>Heads</i>
<i>Leveled Reader</i>	<i>A Special Sunset, A Different Set of Stars, Shadows in the Sky</i>
<i>Decodable Reader</i>	<i>Three Goats and a Troll</i>
<i>Spelling Words</i>	<i>Told, most, float, coat, toast, grow, mow, show, Joe, toe, light, mind, only, our, who</i>
<i>High-Frequency Words</i>	<i>Better, group, long, more, only, our, started, three, who, won't</i>
<i>Phonemic Awareness</i>	<i>Deletion, substitution, addition, blending</i>
<i>Phonics Skill</i>	<i>long o; o, oa, ow, oe</i>
<i>Structural Analysis</i>	<i>Contractions with not</i>
<i>Oral Vocab Words</i>	<i>Exactly, present, reports, telescopes, total</i>
<i>Vocabulary</i>	<i>Adventure, delighted, dreamed, enjoy, grumbled, moonlight, neighbor, nighttime</i>
<i>Grammar</i>	<i>Past/Future Tense Verbs</i>

Stage 3 – Learning Plan Unit 3 Week 4	
Genre	<i>Fiction</i>
Key Concept	<i>The sky</i>
Story	<i>Book-Mr. Putter and Tabby See the Stars</i>
<i>Paired Anthology</i>	<i>Day to Night</i>
<i>Interactive Cards</i>	<i>The Hidden Sun</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Sequence</i>
<i>Author's Craft</i>	<i>Heads</i>

<i>Leveled Reader</i>	<i>A Special Sunset, A Different Set of Stars, Shadows in the Sky</i>
<i>Decodable Reader</i>	<i>Three Goats and a Troll</i>
<i>Spelling Words</i>	<i>We, bee, need, queen, mean, leaf, thief, chief, pony, keys, grow, toe, after, every, special</i>
<i>High-Frequency Words</i>	<i>After, before, every, few, first, hear, hurt, old, special, would</i>
<i>Phonemic Awareness</i>	<i>Identify syllables</i>
<i>Phonics Skill</i>	<i>long e: e, ee, ea, ie, y, ey, e_e</i>
<i>Structural Analysis</i>	<i>Plurals with -s, -es, change y to i</i>
<i>Oral Vocab Words</i>	<i>Exactly, present, reports, telescopes, total</i>
<i>Vocabulary</i>	<i>Adventure, delighted, dreamed, enjoy, grumbled, moonlight, neighbor, nighttime</i>
<i>Grammar</i>	<i>Subject Verb Agreement</i>

Stage 3 – Learning Plan Unit 3 Week 5	
<i>Genre</i>	<i>Expository</i>
Key Concept	<i>Express Yourself</i>
<i>Story</i>	<i>They've Got the Beat Book-Many Ways to Enjoy Music</i>
<i>Paired Anthology</i>	<i>A Musical Museum</i>
<i>Interactive Cards</i>	<i>Why People Drum</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Main Idea & Key Details</i>
<i>Author's Craft</i>	<i>Text Features: Diagrams</i>
<i>Leveled Reader</i>	<i>The Sounds of Trash</i>
<i>Decodable Reader</i>	<i>Mules</i>
<i>Spelling Words</i>	<i>Huge, cube, fumes, music, unit, menu, few, pew, fuel, cues, pony, queen, began, come, five</i>
<i>High-Frequency Words</i>	<i>America, beautiful, began, climbed, come, country, didn't, give, live, turned</i>
<i>Phonemic Awareness</i>	<i>Identify & Generate Alliteration</i>
<i>Phonics Skill</i>	<i>long u: u_e, eu, u, ew</i>
<i>Structural Analysis</i>	<i>Comparative endings -er & -est</i>
<i>Oral Vocab Words</i>	<i>Carved, glide, sphere, suddenly, surface</i>

<i>Vocabulary</i>	<i>Cheered, concert, instrument, movements, music, rhythm, sounds, understand</i>
<i>Grammar</i>	<i>The Verb “Have”</i>

Stage 3 – Learning Plan Unit 3 Week 6	
Review, Extend, and Assess	Expository
Key Concept	Express yourself
<i>Social Studies Reading and Writing Companion</i>	Electric Cars & Powering Homes
<i>Science Reading and Writing Companion</i>	<i>Flying Firsts of Freddy and Landing the Eagle</i>
<i>Expository Reading/Writing Companion</i>	<i>Draft. Revise Peer Conference, Edit and Proofread, Publish Present and Evaluate</i>
<i>Summative Assessment</i>	<i>Uni3 Summative Assessment</i>

Unit Plan Title	Unit 4
Suggested Time Frame	6 Weeks

Overview / Rationale
It is important to understand that there are many different cultures around the world. Throughout this unit students will read various texts and build knowledge about how children around the world are alike and different. They will use words to read, write, and talk about the similarities and differences. Using the expository text sets, students will understand that surfaces on the earth can change with force. Students will read both realistic fiction and expository texts that will help them continue to practice the comprehension strategies of visualizing, comparing and contrasting, and understanding text features such as headings and bold print. They will also reinforce the comprehension skill of the author's purpose.

Unit 4 Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

L.RF.2.3.A. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

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

L.WF.2.3.E Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list

L.VL.2.2.E . Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.C Use a known root word as a clue to the meaning of an unknown word with the same root

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

L.RF.2.3.A. Decode words with common prefixes and suffixes.

L.RF.2.3F. Recognize and read grade-appropriate irregularly spelled words.

L.RF.2.4A. Read grade-level text with purpose and understanding.

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

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

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

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

New Jersey Student Learning Standards – Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

New Jersey Student Learning Standards – Science

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

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

Computer Science and Design Thinking**Computing Science**

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

Career Readiness, Life Literacies, and Key Skills**9.2 Career Awareness, Exploration, Preparation, and Training****Career Awareness and Planning:**

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Dear Primo: A Letter to My Cousin and A New Life in India

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:

Anchor texts, shared reads, and leveled readers represent a myriad of Asian American and Pacific Islander cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Book Example: Happy New Year

Unit 4 Weeks 1 & 2:

- **Genre Focus:** REALISTIC FICTION
- **Essential Question:** How are kids around the world different?

Unit 4 Weeks 3 & 4:

- **Genre Focus:** EXPOSITORY TEXT
- **Essential Question:** How does the Earth change?

Unit 4 Week 5:

- **Genre Focus:** POETRY
- **Essential Question:** What excites us about nature?
-

Unit 4 Week 6:

- **Genre Focus:** REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life. Reading stories from different points of view allows us to learn about other people's perspectives
- Expository texts provide clear information about real topics like animals, how things work, or different places. Reading these texts helps us learn interesting facts and understand how the world works
- Wind and water cause weathering and erosion, changing the shape of land.
- Changes can happen slowly, over a long time period, or quickly.
- Human activity can cause changes to Earth's surface that affect all living things.
- Scientists record weather patterns to make predictions which can help people prepare for severe weather.
-

Knowledge:

Students will know:

- How to visualize to understand realistic fiction
- How to apply strategies and skills to read realistic fiction
- To identify tools that aid in determining location, including maps and globes
- write a welcome letter to show the knowledge we built about how kids around the world are different.

Skills:

Students will be able to...

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare ethnic and/or cultural celebrations
- Reread to analyze text, craft, and structure

<ul style="list-style-type: none"> • How to apply skills and strategies to understand social studies texts. • How to combine information from multiple sources. 	<ul style="list-style-type: none"> • Apply strategies and skills to read an expository text • Read grade-level text orally with accuracy, appropriate rate, expression, and automaticity on successive readings. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use commas in greetings and closings of letters. • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Apply strategies and skills to read poetry • Recall information from experiences or gather information from provided sources to answer a question • Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 4 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading)	

Center Activity Cards (Phonics/Word Study)
Center Activity Cards (Writing)
Digital Tools
Vocabulary Cards

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan Unit 4 Week 1	
Genre	<i>Realistic Fiction</i>
Key Concept	<i>Kids Around the World</i>
Story	<i>-Happy New Year!</i>
<i>Paired Anthology</i>	<i>Games Around the World</i>
<i>Interactive Cards</i>	<i>My New School</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Compare & Contrast</i>
<i>Author's Craft</i>	<i>Maps</i>
<i>Leveled Reader</i>	<i>Sharing Cultures, -A New Life in India, -Akita and Carlo</i>
<i>Decodable Reader</i>	<i>The Thumb's Up Rain Forest</i>
<i>Spelling Words</i>	<i>Comb, crumb, scene, scent, gnat, sign, knife, know, wrist, writing, cube, music</i>
<i>High-Frequency Words</i>	<i>Below, colors, don't, down, eat, many, morning, sleep, through, very</i>

<i>Phonemic Awareness</i>	<i>Identify categorization, blending</i>
<i>Phonics Skill</i>	<i>Silent letters: wr, kn, gn, mb, sc</i>
<i>Structural Analysis</i>	<i>Prefixes re, un, dis; Suffixes ful, less</i>
<i>Oral Vocab Words</i>	<i>Accompanies, assigns, crowded, locker, usual</i>
<i>Vocabulary</i>	<i>Common, costume, customs, favorite, parade, surrounded, travels, wonder</i>
<i>Grammar</i>	<i>Linking Verbs</i>

Stage 3 – Learning Plan Unit 4 Week 2	
<i>Genre</i>	<i>Realistic Fiction</i>
<i>Key Concept</i>	<i>Kids Around the World</i>
<i>Story</i>	<i>Book-Dear Primo</i>
<i>Paired Anthology</i>	<i>Games Around the World</i>
<i>Interactive Cards</i>	<i>My New School</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Compare & Contrast</i>
<i>Author's Craft</i>	<i>Maps</i>
<i>Leveled Reader</i>	<i>Sharing Cultures, A New Life in India, Akita and Carlo</i>
<i>Decodable Reader</i>	<i>The Thumb's Up Rain Forest</i>
<i>Spelling Words</i>	<i>Clerk, herd, first, skirt, stir, churn, hurt, burst, work, worse, know, wrist</i>
<i>High-Frequency Words</i>	<i>Animal, away, building, found, from, Saturday, thought, today, toward, watch</i>
<i>Phonemic Awareness</i>	<i>Substitution, blending, addition</i>
<i>Phonics Skill</i>	<i>R controlled /ur/: er, ir, ur, or</i>
<i>Structural Analysis</i>	<i>Inflectional endings</i>
<i>Oral Vocab Words</i>	<i>Accompanies, assigns, crowded, locker, usual</i>
<i>Vocabulary</i>	<i>Common, costume, customs, favorite, parade, surrounded, travels, wonder</i>
<i>Grammar</i>	<i>Helping Verbs</i>

Stage 3 – Learning Plan Unit 4 Week 3	
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Genre	<i>Expository</i>
Key Concept	<i>Changing Earth</i>
Story	<i>-Into the Sea</i>
<i>Paired Anthology</i>	<i>To The Rescue</i>
<i>Interactive Cards</i>	<i>Earth Changes</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Text Structure: Cause & Effect</i>
<i>Author's Craft</i>	<i>Text Structure</i>
<i>Leveled Reader</i>	<i>-Earthquakes</i>
<i>Decodable Reader</i>	<i>Just for Fun</i>
<i>Spelling Words</i>	<i>Port, north, more, store, oar, roar, board, part, start, park, first, hurt, ago, carry, people</i>
<i>High-Frequency Words</i>	<i>Ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i>
<i>Phonemic Awareness</i>	<i>Identify & generate rhyme</i>
<i>Phonics Skill</i>	<i>R controlled /or/: or, ore, oar, /ar/ ar</i>
<i>Structural Analysis</i>	<i>Irregular Plurals</i>
<i>Oral Vocab Words</i>	<i>Carved, glide, sphere, suddenly, surface</i>
<i>Vocabulary</i>	<i>Active, Earth, explode, island, local, properties, solid, steep</i>
<i>Grammar</i>	<i>Irregular Verbs</i>

Stage 3 – Learning Plan Unit 4 Week 4	
Genre	<i>Expository</i>
Key Concept	<i>Changing Earth</i>
Story	<i>Book-Volcanoes</i>
<i>Paired Anthology</i>	<i>To The Rescue</i>
<i>Interactive Cards</i>	<i>Earth Changes</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Text Structure: Cause & Effect</i>
<i>Author's Craft</i>	<i>Text Structure</i>
<i>Leveled Reader</i>	<i>Earthquakes</i>
<i>Decodable Reader</i>	<i>Just for Fun</i>
<i>Spelling Words</i>	<i>Deer, cheer, steer, here, jeer, near, ear, dear, clear, spear, store, north, again, house, inside</i>

<i>High-Frequency Words</i>	<i>Again, behind, eyes, gone, happened, house, inside, neither, stood, young</i>
<i>Phonemic Awareness</i>	<i>Identify syllables</i>
<i>Phonics Skill</i>	<i>R controlled /ir/: eer, ere, ear</i>
<i>Structural Analysis</i>	<i>Abbreviations</i>
<i>Oral Vocab Words</i>	<i>Carved, glide, sphere, suddenly, surface</i>
<i>Vocabulary</i>	<i>Active, Earth, explode, island, local, properties, solid, steep</i>
<i>Grammar</i>	<i>Contractions</i>

Stage 3 – Learning Plan Unit 4 Week 5	
Genre	<i>Poetry</i>
Key Concept	<i>Exciting Nature</i>
Story	<i>Snow Shape, Nature Walk, In the Sky Book-April Rain Song, Rain Poem</i>
<i>Paired Anthology</i>	<i>Helicopters, Windy Tree</i>
<i>Interactive Cards</i>	<i>Redwood National Forest; The Amazing Meadow; The Sahara Desert</i>
<i>Comprehension Strategy</i>	<i>Repetition</i>
<i>Comprehension Skill</i>	<i>Theme</i>
<i>Author's Craft</i>	<i>Figurative Language</i>
<i>Leveled Reader</i>	<i>-A Hike in the Woods, -A Little World, -Star Party</i>
<i>Decodable Reader</i>	<i>The Curling King</i>
<i>Spelling Words</i>	<i>Dare, stare, fare, hair, pair, chair, bear, pear, where, there, dear, cheers, knew, never, talk</i>
<i>High-Frequency Words</i>	<i>Among, bought, knew, never, once, soon, sorry, talk, touch, upon</i>
<i>Phonemic Awareness</i>	<i>Identify syllables</i>
<i>Phonics Skill</i>	<i>R controlled /ar/: are, air, ear, ere</i>
<i>Structural Analysis</i>	<i>R controlled vowel syllables</i>
<i>Oral Vocab Words</i>	<i>Broad, dunes, plump, swaying, twirling</i>
<i>Vocabulary</i>	<i>Drops, excite, outdoors, pale</i>
<i>Grammar</i>	<i>Compound Subjects & Predicates</i>

Stage 3 – Learning Plan Unit 4 Week 6	
Review, Extend, and Assess	Expository
Key Concept	Make connections
<i>Social Studies Reading and Writing Companion</i>	Island of Hope and Lighting the Way
<i>Science Reading and Writing Companion</i>	<i>Tornado and Landslides</i>
<i>Poetry Reading/Writing Companion</i>	<i>Draft. Revise Peer Conference, Edit and Proofread, Publish Present and Evaluate</i>
<i>Summative Assessment</i>	<i>Unit 4: Summative Assessment</i>

Unit Plan Title	Unit 5
Suggested Time Frame	6 Weeks

Overview / Rationale
<p>Unit 5 As citizens of a community we can make a difference through our actions and choices. Throughout this unit students will read various texts about making a difference in our world. Students will read biography, realistic fiction, and persuasive texts to explore what types of heroes there are in our world. They will also have the opportunity to respond to reading while analyzing character's perspective and author's purpose. Students will use the writing process and mentor texts to write opinion essays. They will express their opinions and provide reasons to support them. Students will continue to incorporate grammar skills into their writing. In this unit they will focus on incorporating pronouns (possessive, reflexive, subjective and objective) as well as contractions.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>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.</p>

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

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.

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

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

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.

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

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

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.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.

New Jersey Student Learning Standards – Social Studies

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

New Jersey Student Learning Standards – Science

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

Computer Science and Design Thinking

Computing Science

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

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.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

Amistad N.J.S.A. 18A:35-4.43:

Addressed in text Brave Bessie

Holocaust N.J.S.A. 18A:35-28:

Addressed in text A Colorful Problem

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include Cesar Chavez and Rudy Garcia-Tolson.

Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:

Unit 5 Weeks 1 & 2:

- **Genre Focus:** BIOGRAPHY
- **Essential Question:** What do heroes do?

Unit 5 Weeks 3 & 4:

- **Genre Focus:** REALISTIC FICTION
- **Essential Question:** What do good citizens do?

Unit 5 Week 5:

- **Genre Focus:** PERSUASIVE TEXT
- **Essential Question:** Why are rules important?

Unit 5 Week 6:

- **Genre Focus:** REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will understand that

- Good readers develop a deeper understanding through reflection of a text.
- Good readers develop comprehension skills through the use of strategies such as summarizing, rereading, and making and confirming predictions.
- Reading a variety of texts can teach us how people can make a difference in the lives of others.
- Good writers develop and refine their ideas for thinking, learning, and communicating.
- Good writer's have a detailed plan and structure when developing their writing.

<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • How to summarize to understand biographies. • To Identify historical figures who have exhibited individualism and inventiveness. • Read fluently with accuracy and intonation. • Make and confirm predictions to read and understand realistic fiction • Identify ways to practice good citizenship. • read fluently with expression and at an appropriate rate. • Create a public service announcement pamphlet to show the knowledge we built about how children can be good citizens. • Summarize to understand opinion text. • Use interactive features to read an online text. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text. • Apply skills and strategies to read biographies • Reread to analyze text, craft, and structure. • Reread to analyze text, craft, and structure and compare texts. • Read grade-level text orally with accuracy, appropriate rate, intonation, and automaticity on successive readings. • Apply strategies and skills to read realistic fiction. • Read grade-level text orally with accuracy, appropriate rate, expression, and automaticity on successive readings. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • Apply strategies and skills to read an opinion text • Compare the poem with the selections in this text set to build knowledge about why rules are important.

Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access</p>

Teacher Resources
Wonders Teacher's Edition Unit 5 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> • Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • Conference notes • Small group work notes • Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Benchmark Assessments

Stage 3 – Learning Plan Unit 5 Week 1	
Genre	Biography
Key Concept	Heroes

<i>Story</i>	<i>Cesar Chavez</i>
<i>Paired Anthology</i>	<i>The Princess Frog</i>
<i>Interactive Cards</i>	<i>A Hero On and Off Skis</i>
<i>Comprehension Strategy</i>	<i>Summarize</i>
<i>Comprehension Skill</i>	<i>Connections Within a Text: Sequence</i>
<i>Author's Craft</i>	<i>Third Person Point of View</i>
<i>Leveled Reader</i>	<i>-Rudy Garcia-Tolson</i>
<i>Decodable Reader</i>	<i>Let's Join Joy's Show</i>
<i>Spelling Words</i>	<i>Mound, cloud, shout, pound, clown, brown, crown, howl, growl, chair, where, been, myself, pushed</i>
<i>High-Frequency Words</i>	<i>Answer, been, body, build, head, heard, minutes, myself, pretty, pushed</i>
<i>Phonemic Awareness</i>	<i>Reversal, substitution, blending</i>
<i>Phonics Skill</i>	<i>Diphthongs ou & ow</i>
<i>Structural Analysis</i>	<i>Irregular plurals</i>
<i>Oral Vocab Words</i>	<i>Competing, inspired, limited, overcome, refused</i>
<i>Vocabulary</i>	<i>Agree, challenging, discover, heroes, interest, perform, study, succeed</i>
<i>Grammar</i>	<i>Pronouns</i>

Stage 3 – Learning Plan Unit 5 Week2	
<i>Genre</i>	<i>Biography</i>
<i>Key Concept</i>	<i>Heroes</i>
<i>Story</i>	<i>Book-Brave Bessie</i>
<i>Paired Anthology</i>	<i>The Princess Frog</i>
<i>Interactive Cards</i>	<i>A Hero On and Off Skis</i>
<i>Comprehension Strategy</i>	<i>Summarize</i>
<i>Comprehension Skill</i>	<i>Connections Within a Text: Sequence</i>
<i>Author's Craft</i>	<i>Third Person Point of View</i>
<i>Leveled Reader</i>	<i>Rudy Garcia-Tolson</i>
<i>Decodable Reader</i>	<i>Let's Join Joy's Show</i>
<i>Spelling Words</i>	<i>Soil, broil, moist, point, toil, oil, toy, joy, coin, noise, crown, mound, I'll, laugh, maybe</i>
<i>High-Frequency Words</i>	<i>Brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i>

<i>Phonemic Awareness</i>	<i>Blending, substitution, segmentation, deletion</i>
<i>Phonics Skill</i>	<i>Diphthongs oy & oi</i>
<i>Structural Analysis</i>	<i>Consonant + ie, ei, ai, tion, sion</i>
<i>Oral Vocab Words</i>	<i>Competing, inspired, limited, overcome, refused</i>
<i>Vocabulary</i>	<i>Agree, challenging, discover, heroes, interest, perform, study, succeed</i>
<i>Grammar</i>	<i>Possessive Pronouns</i>

Stage 3 – Learning Plan Unit 5 Week 3	
Genre	Realistic Fiction
Key Concept	Good Citizens
Story	<i>A Difficult Decision</i>
<i>Paired Anthology</i>	<i>Helping to Make Smiles</i>
<i>Interactive Cards</i>	<i>A Colorful Problem</i>
<i>Comprehension Strategy</i>	<i>Make and Confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Point of View</i>
<i>Author's Craft</i>	<i>Graphic Features/callouts</i>
<i>Leveled Reader</i>	<i>Fixing the Playground, -The Food Crew, -How Many Greats</i>
<i>Decodable Reader</i>	<i>Soon the North Wind Blew</i>
<i>Spelling Words</i>	<i>Room, flu, June, new, glue, fruit, crook, could, full, push, point, coin, along, ever, strong</i>
<i>High-Frequency Words</i>	<i>Air, along, always, draw, during, ever, meant, nothing, story, strong</i>
<i>Phonemic Awareness</i>	<i>Identify syllables</i>
<i>Phonics Skill</i>	<i>/u/: oo, u, u_e, ew, eu, ui, oo, ou, u</i>
<i>Structural Analysis</i>	<i>Contractions with not</i>
<i>Oral Vocab Words</i>	<i>Calm, concern, exhausted, offered, treat</i>
<i>Vocabulary</i>	<i>Champion, determined, issues, promises, responsibility, rights, volunteered, votes</i>
<i>Grammar</i>	<i>Pronouns Verb Agreement</i>

Stage 3 – Learning Plan Unit 5 Week 4	
Genre	Realistic Fiction

Key Concept	Good Citizens
Story	<i>Book-Grace for President</i>
<i>Paired Anthology</i>	<i>Helping to Make Smiles</i>
<i>Interactive Cards</i>	<i>A Colorful Problem</i>
<i>Comprehension Strategy</i>	<i>Make and Confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Point of View</i>
<i>Author's Craft</i>	<i>Graphic Features/callouts</i>
<i>Leveled Reader</i>	<i>-Fixing the Playground, -The Food Crew, -How Many Greats</i>
<i>Decodable Reader</i>	<i>Soon the North Wind Blew</i>
<i>Spelling Words</i>	<i>Ball, small, paw, jaw, pause, sauce, taught, chalk, walk, sought, new, fruit, city, own, read</i>
<i>High-Frequency Words</i>	<i>City, father, mother, o'clock, own, questions, read, searching, sure, though</i>
<i>Phonemic Awareness</i>	<i>Identify syllables</i>
<i>Phonics Skill</i>	<i>/o/: a, aw, au, augh, al, ough</i>
<i>Structural Analysis</i>	<i>Vowel team syllables</i>
<i>Oral Vocab Words</i>	<i>Calm, concern, exhausted, offered, treat</i>
<i>Vocabulary</i>	<i>Champion, determined, issues, promises, responsibility, rights, volunteered, votes</i>
<i>Grammar</i>	<i>Possessive Pronouns</i>

Stage 3 – Learning Plan Unit 5 Week 5	
Genre	Persuasive Text
Key Concept	Rules
Story	<i>The Problem with Plastic Bags Book-A Call to Compost</i>
	<i>American Symbols</i>
<i>Interactive Cards</i>	<i>Towns Need Rules!</i>
<i>Comprehension Strategy</i>	<i>Summarize</i>
<i>Comprehension Skill</i>	<i>Author's Purpose</i>
<i>Author's Craft</i>	<i>Print & Graphic Features</i>
<i>Leveled Reader</i>	<i>Do People Need Rules?</i>
<i>Decodable Reader</i>	<i>Stay Out of Trouble, Don't Dread Rules</i>

<i>Spelling Words</i>	<i>Dead, ahead, lead, thread, bread, breath, touch, trouble, gym, myth, small, chalk, instead, whole, words</i>
<i>High-Frequency Words</i>	<i>Anything, children, everybody, instead, paper, person, voice, whole, woman, words</i>
<i>Phonemic Awareness</i>	<i>Deletion, segmentation, reversal, blending</i>
<i>Phonics Skill</i>	<i>Short vowel digraphs: ea, ou, y</i>
<i>Structural Analysis</i>	<i>Alphabetical order</i>
<i>Oral Vocab Words</i>	<i>Elected, permission, recycle, services, transportation</i>
<i>Vocabulary</i>	<i>Explained, finally, form, history, public, rules, united, writers</i>
<i>Grammar</i>	<i>Contractions</i>

Stage 3 – Learning Plan Unit 5 Week 6	
Review, Extend, and Assess	Expository
Key Concept	Making connections
<i>Social Studies Reading and Writing Companion</i>	George Washington Carver & Jacqueline Cochran: American Flyer
<i>Science Reading and Writing Companion</i>	<i>Compost Food for your Soil & Spreading the Garden Love</i>
<i>Opinion Writing Reading/Writing Companion</i>	<i>Draft. Revise Peer Conference, Edit and Proofread, Publish Present and Evaluate</i>
<i>Summative Assessment</i>	<i>Unit 5 Summative Assessment</i>

Unit Plan Title	Unit 6
Suggested Time Frame	6 Weeks

Overview / Rationale
Unit 6 In this unit, students will read expository texts, poetry, and drama/myth that focus on and build knowledge about how people use money. They will read, write, and talk about how money is made and the importance of money in our society. Throughout the unit, they will use the stories and

texts to summarize what they read and find the central idea and relevant students will have an opportunity to look at a character's perspective by analyzing their words and actions in a drama about the first olive tree in ancient Greece. Students will use the writing process and mentor texts to write expository essays. They will analyze student models to understand the structure of an essay. Students will continue to incorporate grammar skills into their writing. In this unit they will focus on incorporating adjectives, adverbs, prepositions and prepositional phrases.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

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

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

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

L.KL.2.1. 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.

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

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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.

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

SL.PE.2.1B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

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.

New Jersey Student Learning Standards – Social Studies

• 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconET.1: Explain the difference between needs and wants. • 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

New Jersey Student Learning Standards – Science

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

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include The Contest of Athena and Poseidon and The Starry Asters.

Unit 6 Weeks 1 & 2:

- **Genre Focus:** EXPOSITORY TEXT
- **Essential Question:** How do we use money?

Unit 6 Weeks 3 & 4:

- **Genre Focus:** DRAMA/MYTH
- **Essential Question:** What do myths help us understand?

Unit 6 Week 5:

- **Genre Focus:** POETRY
- **Essential Question:** Where can your imagination take you?

Unit 6 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.
- Distinguish between producing and consuming.
- Differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Knowledge:

Students will know:

- To summarize to understand expository text.
- How to apply strategies and skills to read expository text.
- To recall information from experiences or gather information from provided sources to answer a question.
- How to reread to understand drama and myths.

Skills:

Students will be able to...

- Use paragraph clues to identify synonyms.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Reread to analyze text, craft, and structure.
- use text evidence to respond to expository text.
- Ask and answer questions to demonstrate understanding of key details in a text
- Read fluently with appropriate rate and intonation.

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Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access</p>
Teacher Resources
<p>Wonders Teacher's Edition Unit 6 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards</p>

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Assessments

Stage 3 – Learning Plan Unit 6 Week 1	
Genre	Expository
Key Concept	Money
Story	<i>-The Life of a Dollar Bill</i>
Paired Anthology	<i>King Midas and the Golden Touch</i>
Interactive Cards	<i>Keep the Change!</i>
Comprehension Strategy	<i>Summarize</i>
Comprehension Skill	<i>Text Structure: Problem & Solution</i>
Author's Craft	<i>Word Choice</i>
Leveled Reader	<i>-How to Be a Smart Shopper</i>
Decodable Reader	<i>Clever Doggy, Cheer Up Dot</i>
Spelling Words	<i>Pencil, magnet, publish, supper, letter, lady, gravy, solo, open, odor, lead, touch, front, someone, door</i>
High-Frequency Words	<i>Door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i>
Phonemic Awareness	<i>Identify & generate rhyme</i>
Phonics Skill	<i>Closed & Open syllables</i>
Structural Analysis	<i>Compound Words</i>
Oral Vocab Words	<i>Charity, image, popular, portrait, symbol</i>
Vocabulary	<i>Invented, money, prices, purchase, record, system, value, worth</i>
Grammar	<i>Abbreviations</i>

Stage 3 – Learning Plan Unit 6 Week2	
Genre	Expository
Key Concept	Money
Story	<i>Book-Money Madness</i>
Paired Anthology	<i>King Midas and the Golden Touch</i>
Interactive Cards	<i>Keep the Change!</i>

<i>Comprehension Strategy</i>	<i>Summarize</i>
<i>Comprehension Skill</i>	<i>Text Structure: Problem & Solution</i>
<i>Author's Craft</i>	<i>Word Choice</i>
<i>Leveled Reader</i>	<i>-How to Be a Smart Shopper</i>
<i>Decodable Reader</i>	<i>Clever Doggy, Cheer Up Dot</i>
<i>Spelling Words</i>	<i>State, replace, nine, ninety, side, sidewalk, face, outside, these, tadpole, magnet, letter, alone, beside, round</i>
<i>High-Frequency Words</i>	<i>Alone, became, beside, four, hello, large, notice, round, suppose, surprised</i>
<i>Phonemic Awareness</i>	<i>Addition, segmentation, substitution, reversal, blending</i>
<i>Phonics Skill</i>	<i>Word with CVCe syllables</i>
<i>Structural Analysis</i>	<i>Review prefixes & suffixes: re, un, dis, ful, less</i>
<i>Oral Vocab Words</i>	<i>Charity, image, popular, portrait, symbol</i>
<i>Vocabulary</i>	<i>Invented, money, prices, purchase, record, system, value, worth</i>
<i>Grammar</i>	<i>Commas in Dates</i>

Stage 3 – Learning Plan Unit 6 Week 3	
Genre	<u>Drama/Myth</u>
Key Concept	Understanding Myths
Story	-The Starry Asters
Paired Anthology	A Pumpkin Plant
Interactive Cards	The Queen of Flowers
Comprehension Strategy	Reread
Comprehension Skill	Theme
Author's Craft	Instructions
Leveled Reader	The Apples of Idun, Hercules and the Golden Apple, Demeter and Persephone
Decodable Reader	Camping Trip, The Rainy Day
Spelling Words	Lit, little, set, settle, rip, ripple, pad, paddle, middle, bubble, outside, replace, follow, listen, something
High-Frequency Words	Above, brother, song, follow, listen, month, soft, something, who's, wind

<i>Phonemic Awareness</i>	<i>Identify syllables</i>
<i>Phonics Skill</i>	<i>Final stable syllables: C+ le, el, al, tion, sion</i>
<i>Structural Analysis</i>	<i>Contractions & possessives</i>
<i>Oral Vocab Words</i>	<i>Stunned, dense, transform, encircled, magnificent</i>
<i>Vocabulary</i>	<i>Appeared, crops, develop, edge, golden, rustled, shining, stages</i>
<i>Grammar</i>	<i>Adjectives that Compare</i>

Stage 3 – Learning Plan Unit 6 Week 4	
Genre	Drama/Myth
Key Concept	Understanding Myths
Story	<i>Book-The Contest of Athena & Poseidon</i>
<i>Paired Anthology</i>	<i>A Pumpkin Plant</i>
<i>Interactive Cards</i>	<i>The Queen of Flowers</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Theme</i>
<i>Author's Craft</i>	<i>Instructions</i>
<i>Leveled Reader</i>	<i>-The Apples of Idun, -Hercules and the Golden Apple, -Demeter and Persephone</i>
<i>Decodable Reader</i>	<i>Camping Trip, The Rainy Day</i>
<i>Spelling Words</i>	<i>Way, away, root, balloon, play, display, reach, enjoy, explain, meadow, little, middle, complete, enough, river</i>
<i>High-Frequency Words</i>	<i>Against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i>
<i>Phonemic Awareness</i>	<i>Segmentation, substitution, reversal, blending</i>
<i>Phonics Skill</i>	<i>Vowel team syllables</i>
<i>Structural Analysis</i>	<i>Comparative endings</i>
<i>Oral Vocab Words</i>	<i>Stunned, dense, transform, encircled, magnificent</i>
<i>Vocabulary</i>	<i>Appeared, crops, develop, edge, golden, rustled, shining, stages</i>
<i>Grammar</i>	<i>Adverbs & Prepositional Phrases</i>

Stage 3 – Learning Plan Unit 6 Week 5	
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Genre	Poetry
Key Concept	Imagination
Story	<i>A Box of Crayons, What Story is This?, This Ticket Book-Books to the Ceiling, I've Got This Covered, Eating While Reading</i>
	<i>Clay Play, Crayons</i>
Interactive Cards	<i>Give Me a Brown Box, Music Sends Me</i>
Comprehension Strategy	Rhyme
Comprehension Skill	Point of View
Author's Craft	Rhythm & Rhyme
Leveled Reader	<i>-Matt's Journey, -A Fantastic Day!, -A Day in Ancient Rome</i>
Decodable Reader	<i>How Bird was Lured Away from Fire, A Bear in the Forest</i>
Spelling Words	<i>Jumper, better, enjoy, higher, dinner, display, star, doctor afternoon, starry, market, anyone, garden, hairy, everything</i>
High-Frequency Words	<i>Afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i>
Phonemic Awareness	<i>Addition, substitution, segmentation</i>
Phonics Skill	<i>R controlled vowel syllables</i>
Structural Analysis	<i>3 or more syllable words</i>
Oral Vocab Words	<i>Flash, igloo, moat, orchestra, snore</i>
Vocabulary	<i>Create, dazzling, imagination, seconds</i>
Grammar	<i>Prepositions & Prepositional Phrases</i>

Stage 3 – Learning Plan Unit 6 Week 6	
Review, Extend, and Assess	
Key Concept	Understand drama and myths
<i>Social Studies Reading and Writing Companion</i>	<i>Building a Career & The Busy Bee Bakery</i>
<i>Science Reading and Writing Companion</i>	<i>Galileo and the Telescope and The Shoulders of Giants</i>
<i>Expository Writing Reading/Writing Companion</i>	<i>Analyze prompt, analyze sources, organize ideas, , academic vocabulary, Revise peer conference</i>
<i>Summative Assessment</i>	<i>Unit 6 Summative Assessment</i>
