MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown Elementary Schools
English Language Arts

ELA
Grade 2

Date : July 2022
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Course Description and Fundamental Concepts

The Grade 2 ELA curriculum is based on the New Jersey Student Learning Standards and the instructional principles of modeling, shared experience, guided and independent practice in reading, writing, language, speaking and listening, and foundational skills. Throughout the school year, students will read and comprehend grade-level texts independently. They will understand story structure, including detailed descriptions of characters. They will compare and contrast different versions of narrative texts and the important points from informational texts. They will build phonics skills, practice grade-level fluency, and know basic affixes and word types to include antonyms, synonyms, and homonyms. Students will build sight vocabulary as well as grade-appropriate academic and domain-specific vocabulary and will use grade 2 language conventions when writing.

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Subject/Content Standards
Include grade appropriate subject/content standards that will be addressed

New Jersey Student Learning Standards for English Language Arts
Grade 2

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

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

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

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

Range of Reading and Level of Text Complexity
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 2
Progress Indicators Reading Literature Texts

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RL.2.8. (Not applicable to literature)

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

Range of Reading and Level of Text Complexity

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

Grade 2
Progress Indicators for Reading Informational Text

Key Ideas and Details

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

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

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

Craft and Structure
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

Note on range and content of student reading
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading

texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 2
Progress Indicators Reading Literature Texts

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RL.2.8. (Not applicable to literature)

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

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

Grade 2
Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate

understanding of key details in a text.

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

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

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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

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

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

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

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

Range of Reading and Level of Text Complexity

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

Grade 2
Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

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

 A Know spelling-sound correspondences for common vowel teams.
 B. Decode regularly spelled two-syllable words with long vowels.
 C. Decode words with common prefixes and suffixes.
 D. Identify words with inconsistent but common spelling-sound correspondences.
 E. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

 A. Read grade-level text with purpose and understanding.

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

Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

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

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

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

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

Research to Build and Present Knowledge

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

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

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and Research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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Grade 2
Progress Indicators for Writing

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

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

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

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

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

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

Research to Build and Present Knowledge

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

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

W.2.9. (Begins in grade 4)

Range of Writing

W.2.10. (Begins in grade 3)

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

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

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

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

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

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 2
Progress Indicators for Speaking and Listening

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

    A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    B. Build on others' talk in conversations by linking their explicit comments to the remarks of

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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Anchor Standards: Language

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Conventions of Standard English

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

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Grade 2
Progress Indicators for Language

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Conventions of Standard English

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

>   A. Use collective nouns (e.g., group).

>   B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

>   C. Use reflexive pronouns (e.g., myself, ourselves).

>   D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

>   E. Use adjectives and adverbs, and choose between them depending on what is to be Modified.

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

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

>   A. Capitalize holidays, product names, and geographic names.

>   B. Use commas in greetings and closings of letters.

>   C. Use an apostrophe to form contractions and frequently occurring possessives.

>   D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

>   E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

    A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

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

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

    B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

    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.2.5. 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).

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

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

Unit Addressed	Core Idea	Standard / Description
5	Different types of jobs require different knowledge and skills.	*9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.*
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	*9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.*
	There are benefits and drawbacks to being an entrepreneur.	*9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.* *9.1.2.CAP.4: List the potential rewards and risks to starting a business.*

Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	**Core Idea**	**Standard / Description**
1-10	**Creativity and Innovation**: Brainstorming can create new, innovative ideas.	*9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).* *9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).*
1-10	**Critical Thinking and Problem-solving:** Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	*9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)* *9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).* *9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).*

1-10	**Digital Citizenship:** Digital artifacts can be owned by individuals or organizations.	*9.4.2.DC.1: Explain differences between ownership and sharing of information.* *9.4.2.DC.2: Explain the importance of respecting digital content of others.*
1-10	**Digital Citizenship:** Individuals should practice safe behaviors when using the Internet.	*9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).* *9.4.2.DC.4: Compare information that should be kept private to information that might be made public*
1,5	**Digital Citizenship:** An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	*9.4.2.DC.5: Explain what a digital footprint is and how it is created.*
1-10	**Digital Citizenship:** Digital communities allow for social interactions that can result in positive or negative outcomes.	*9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.*
	Digital Citizenship: Young people can have a positive impact on the natural world in the fight against climate change.	*9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).*
1, 3, 5, 10	**Global and Cultural Awareness:** Individuals from different cultures may have different points of view and experiences.	*9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).*
6, 8	**Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information that can be searched	*9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource*
8, 9	**Information and Media Literacy:** Digital tools can be used to display data in various ways.	*9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).*

2, 3, 6, 8, 9	**Information and Media Literacy:** A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	*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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).*
	Information and Media Literacy: Information is shared or conveyed in a variety of formats and sources.	*9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).*
8, 9	**Technology Literacy:** Digital tools have a purpose.	*9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).* *9.4.2.TL.2: Create a document using a word processing application.* *9.4.2.TL.3: Enter information into a spreadsheet and sort the information.* *9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.* *9.4.2.TL.5: Describe the difference between real and virtual experiences.* *9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).*
1-10	**Technology Literacy:** Collaboration can simplify the work an individual has to do and sometimes produce a better product	*9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).*

Interdisciplinary Connections ([2020 NJSLS](#))
List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))
List appropriate units below for which standards (1.1 through 1.5) <u>may be addressed</u>

Unit Addressed	Artistic Process	Anchor Standard
1-10	**Creating**	*Anchor Standard 1: Generating and conceptualizing ideas.* *Anchor Standard 2: Organizing and developing ideas.* *Anchor Standard 3: Refining and completing products.*

1-10	Connecting	*Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.* *Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.*
1-10	Performing/ Presenting/ Producing	*Anchor Standard 4: Selecting, analyzing, and interpreting work.* *Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.* *Anchor Standard 6: Conveying meaning through art.*
	Responding	*Anchor Standard 7: Perceiving and analyzing products.* *Anchor Standard 8: Applying criteria to evaluate products.* *Anchor Standard 9: Interpreting intent and meaning.*

Other Interdisciplinary Content Standards
List appropriate units below for any other content/standards that <u>may be addressed</u>

Module Addressed	Content / Standard #	Standard Description
1-10	**Amistad Law: N.J.S.A. 18A 52:16A-88**	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. See read aloud chart: Amistad Read Alouds
1,3,4,5,7,8,10	**Holocaust (N.J.S.A. 18A: 35-28)**	Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
4, 7,10	**Asian American, Pacific Islander History and Contributions Law**: **N.J.S.A. 18A:35-4.44 (Grades K-12)**	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

1,3,4,5,7,8	**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)**	Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
1, 3, 5, 10	**Social Studies/6.1.4.A.1**	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
2, 6, 8	**Science/2-LS2-1**	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
8, 9	**Science/2-LS4-1**	. Make observations of plants and animals to compare the diversity of life in different habitats.
8, 9	**Science/2-LS2.A**	: Interdependent Relationships in Ecosystems Plants depend on water and light to grow. (2-LS2-1)
8, 9	**Science/LS4.D: 2-LS4-1**	LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Pacing Guide (All Dates are approximate based on the school calendar)

Module/ Topic	Month (w/Approx number of Teaching Days)
Module 1	**September** (~19 days)
Module 2	**October** (~19 days)
Module 3	**November** (~16 days)
Module 4	**December** (~15 days)
Module 5	**January** (~18 days)
Module 6	**February** (~18 days)
Module 7	**March** (~15-20 days)
Module 8	**April** (~15-20 days)
Module 9	**May** (~18 days)
Module 10	**June** (~15 days)

Module 1: Be a Super Citizen

Learning Goals: What do I want my students to learn?

Standards
NJSLS - *RL.2.1; RL.2.3; RL.2.5; RL.2.6; RL.2.7; RL.2.10; RI.2.1; RI.2.2; RI.2.4; RI.2.6; RI.2.7; RI.2.10; RF.2.3a; RF.2.3c; RF.2.3e; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.2; W.2.3; W.2.5; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.1e; L.2.2d; L.2.3a; L.2.4c; L.2.4e; L.2.5a; L.2.6*

Fundamental Concepts/Big Ideas:

- ELA Classroom Routine
- Essential Question: How can being a good citizen make a difference to others?
- Can I write a complete sentence?
- Can I write a paragraph?
- What is a personal narrative?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we hook our readers?
- How do we leave lasting impressions on our readers?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…
- Follow the classroom ELA routines
- Listen to, talk about, and read books
- Actively participate in teacher/peer partner conferencing
- Choose "just right" books
- Record their thoughts while reading
- Identify Central Idea of a story
- Determine the Author's Purpose
- Determine Setting of a story
- Create Mental Images
- Identify Traits of Characters
- Write complete sentences
- Write paragraphs
- Write independently for a sustained amount of time
- Write by keeping the audience in mind
- Develop a good story with a strong beginning, middle, and end
- Begin to revise
- Begin to edit

- Publish and share writing
- Identify the purpose of writing
- Distinguish between short and long vowel sounds and spellings
- Identify words with closed syllables and magic e

Module 2: Look Around and Explore

Learning Goals: What do I want my students to learn?

Standards

NJSLS - RL.2.1; RL.2.4; RL.2.7; RL.2.10; RI.2.1; RI.2.3; RI.2.4; RI.2.6; RI.2.7; RI.2.10; RF.2.3a; RF.2.3c; RF.2.3d; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.2; W.2.5; W.2.7; W.2.8; SL.2.1a; SL.2.1c; SL.2.6; L.2.2d; L.2.4a; L.2.4c; L.2.4e; L.2.5a; L.2.6

Fundamental Concepts/Big Ideas:
The teacher may include but is not limited to the following:

- Essential Question: How does exploring help us understand the world around us?
- Can I identify singular and plural nouns?
- Can I write a paragraph?
- What is a descriptive essay?
- How do you research a topic?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…
- Follow the classroom ELA routines
- Listen to, talk about, and read books
- Actively participate in teacher/peer partner conferencing
- Choose "just right" books
- Record their thoughts while reading
- Identify Central Idea of a story
- Determine the Author's Purpose
- Determine Setting of a story
- Identify Content Area Words
- Create Mental Images
- Make Inferences
- Identify Elements of Poetry & Drama
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Compare and contrast, analyze and evaluate via read aloud
- Use headings to gain information when reading informational texts
- Use context clues to determine meaning of vocabulary
- Determine meaning of base words with er, est
- Identify Synonyms
- Use Inflectional Endings s and es
- Write complete sentences

- Write paragraphs
- Write independently for a sustained amount of time
- Develop a Descriptive Essay with an introduction, body and conclusion
- Begin to revise
- Begin to edit
- Publish and share writing
- Identify the purpose of writing
- Distinguish between short and long vowel sounds and spellings
- Identify words with closed syllables and magic e
- Decode/encode words with consonant blends (r, l, s)

Module 3: Meet in the Middle

Learning Goals: What do I want my students to learn?

Standards

Fundamental Concepts/Big Ideas:
The teacher may include but is not limited to the following:

- Essential Question: How can people work out disagreements?
- Can I identify proper nouns?
- Can I identify verbs?
- Can I write sentences with compound subjects and predicates?
- Can I write a paragraph?
- What is a persuasive text?
- How do you research a topic?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…

- Identify Central Idea of a Story
- Determine Point of View
- Monitor and Clarify
- Determine Theme
- Make and Confirm Predictions
- Synthesize Information
- Understand Text Organization
- Retell a Story
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Compare and contrast, analyze and evaluate via read aloud
- Use headings to gain information when reading informational texts
- Use context clues to determine meaning of vocabulary
- Determine meaning of base words with re and un
- Use Context Clues
- Use Inflectional Endings ed and ing
- Identify Communication Words (wave, shake hands, smile etc)
- Write complete sentences
- Write paragraphs

- Write independently for a sustained amount of time
- Develop a Persuasive Text with an introduction, body and conclusion
- Begin to revise
- Begin to edit
- Publish and share writing
- Identify the purpose of writing
- Distinguish between short and long vowel sounds and spellings
- Identify and segment syllables
- Decode/encode words with final blends, digraphs and words with double final consonants

Module 4: Once Upon A Time

Learning Goals: What do I want my students to learn?

Standards

Fundamental Concepts/Big Ideas:
The teacher may include but is not limited to the following:

- Essential Question: What lessons can we learn from characters in stories?
- Can I identify verb tenses?
- Can I identify adjectives?
- Can I write compound sentences?
- Can I write a paragraph?
- What is an imaginative story?
- What are the elements of a narrative?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…
- Understand and Identify Text Organization
- Recognize Characteristics of a Fairy Tale
- Identify Plot Elements
- Make Inferences
- Identify Features of Informational Text
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Create Mental Images
- Identify Elements of Drama
- Make and Confirm Predictions
- Identify Figurative Language
- Identify Author's Purpose
- Make Connections
- Identify Cause and Effect
- Identify multiple meaning words
- Determine meaning of base words with -ful and -less
- Identify verbs and adjectives
- Write compound sentences
- Write complete sentences

- Write paragraphs
- Write independently for a sustained amount of time
- Develop a Imaginative Story with a lead, an imaginative character, conflict and resolution
- Revise writing
- Edit Writing
- Publish and share writing
- Read and spell words using -k, -ck
- Decode words with silent letters (kn, wr, gn, mb)
- Blend and decode long vowel patterns ai, ay
- Blend and decode long vowel patterns ee, ea
- Identify and segment syllables, count phonemes
- Isolate phonemes

Module 5: Lead the Way

Learning Goals: What do I want my students to learn?

Standards

Fundamental Concepts/Big Ideas:

- Essential Question: What are the qualities of a good leader?
- Can I use quotation marks?
- Can I identify proper nouns?
- Can I write abbreviations?
- Can I write a paragraph?
- What is an informational text (personal essay)?
- What are the elements of informational text?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…

- Recognize Characteristics of an Opinion Articles
- Identify Figurative Language
- Identify Features of Fantasy
- Ask and Answer Questions
- Describe and Analyze Internal and External Traits of Characters
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Recognize Characteristics of Realistic Fiction
- Identify Features of a Biography
- Summarize Texts
- Identify and Use Text Features
- Evaluate Details to Determine Key Ideas
- Identify Chronological Order
- Identify Features of Informational Text
- Use Context to Determine Meaning of Content Area Words
- List words in alphabetical order and use a dictionary/glossary to determine meaning
- Determine meaning of base words with suffixes -y, -ly
- Determine meaning of base words with prefix dis-
- Identify words that name people (troop, team, lawyer, President etc)

- Identify and use quotation marks
- Identify and write proper nouns
- Identify and write abbreviations
- Write complete sentences
- Write paragraphs
- Write independently for a sustained amount of time
- Develop a Informational Text (Personal Essay) with a lead, details and examples, similes and metaphor, transition words, a conclusion
- Revise writing
- Edit Writing
- Publish and share writing
- Read and spell homophones
- Decode words with silent letters (igh)
- Blend and decode long vowel patterns o, oa, ow
- Blend and decode long vowel patterns i, igh, y
- Blend and decode multisyllabic words with -ful and -less

Module 6: Weather Wise

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Learning Goals: What do I want my students to learn?
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Standards

Fundamental Concepts/Big Ideas:
The teacher may include but is not limited to the following:

- Essential Question: How does weather affect us?
- Can I use pronouns?
- Can I identify subject verb agreement?
- Can I write using the verb be?
- Can I write a stanza?
- What is a poem?
- What are the elements of poetry?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…

- Recognize Characteristics of Informational Text
- Recognize Characteristics of Fantasy
- Identify Narrator, First and Third Person Point of View
- Identify Features of Narrative NonFiction
- Make Inferences
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Recognize Cause and Effect
- Use Context to Determine Meaning of Content Area Words
- Make Connections
- Evaluate Details to Determine Key Ideas
- Locate and Gain Information from Text Features
- Identify Features of Poetry
- /Ask and Answer Questions
- Identify Rhyme and Rhyme Scheme

- Determine meaning of base words with suffixes -er, -est
- Determine meaning of base words with prefix un-, re-
- Use Inflectional endings -ed, -ing
- Identify homophones
- Identify and use pronouns
- Identify and write sentences with subject verb agreement
- Identify and write using the verb be
- Write complete sentences
- Write stanzas
- Write independently for a sustained amount of time
- Develop a Poem with rhyming words, sensory words, stanzas
- Revise writing
- Edit Writing
- Publish and share writing
- Blend and decode words with inflections -s, -es
- Blend and decode words with soft and hard sounds for c and g
- Spell words with the r-controlled vowel ar
- Decode multisyllabic words with suffix -ly, -y
- Recognize prefix dis-

Module 7: Everyone Has A Story

Learning Goals: What do I want my students to learn?

Standards

NJSLS -RL.2.1; RL.2.4; RL.2.6; RL.2.7; RL.2.10; RI.2.3; RI.2.4; RI.2.5; RI.2.6; RI.2.7; RI.2.10; RF.2.3b; RF.2.3c; RF.2.3d; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.1; W.2.3; W.2.5; W.2.6; W.2.7; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.2; SL.2.6; L.2.4a; L.2.4b; L.2.4e; L.2.5a; L.2.6

Fundamental Concepts/Big Ideas:

- Essential Question: How do our experiences shape our lives?
- Can I use commas?
- Can I use adjectives?
- Can I use articles?
- Can I write a paragraph?
- Can I write dialogue?
- What is a narrative?
- What are the elements of a narrative?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…

- Recognize Characteristics of Opinion Essays?
- Distinguish Fact from Opinion
- Recognize Characteristics of a Biography & Historical Fiction
- Recognize Chronological Order of a Text
- Synthesize Information
- Identify Features of Procedural Text
- How to Read and Make a Timeline
- Recognize Characteristics of a Legend
- Recognize Central Idea
- Identify Features of Poetry
- Create Mental Images
- Identify and Describe Setting
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Determine meaning of base words with suffixes -full and -less
- Determine meaning of base words with prefix pre-
- Identify compound words
- Compare Shades of Meaning

- Identify and use commas
- Identify and use articlesWrite complete sentences
- Write paragraphs
- Write dialogue
- Write independently for a sustained amount of time
- Develop a Imaginative Story a strong character, descriptive words and dialogue, problem and solution
- Revise writing
- Edit Writing
- Publish and share writing
- Blend, decode and spell words with r controlled vowels or, ore, er, ir, ur
- Blend and decode words with vowel patterns air, are, ear
- Blend, decode and spell words with with vowel team oo

Module 8: Time to Grow

Learning Goals: What do I want my students to learn?

Standards

<u>NJSLS</u> -RL.2.1; RL.2.2; RL.2.3; RL.2.4; RL.2.5; RL.2.6; RL.2.7; RL.2.9; RL.2.10; RI.2.2; RI.2.5; RI.2.7; RI.2.9; RI.2.10; RF.2.3b; RF.2.3e; RF.2.3f; RF.2.4a; RF.2.4b; W.2.2; W.2.5; W.2.7; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.2; SL.2.6; L.2.2d; L.2.2e; L.2.4b; L.2.4e; L.2.5a; L.2.6

Fundamental Concepts/Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Essential Question: What do plants need to live and grow?
- Can I use adjectives?
- Can I use irregular verbs and irregular action verbs?
- Can I write steps in a process?
- What is a procedural text?
- What are the elements of informational text?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Objectives

Students will be able to…

- Recognize Characteristics of Photo Essays
- Locate and Gain Information using Text Features
- Recognize Characteristics of Informational Text
- Make Text Connections
- Recognize Cause and Effect
- Recognize Characteristics of Legends
- Recognize and Describe Character Traits
- Identify Features of Fairy Tales
- Retell Text in Logical Order
- Identify and Interpret Figurative Language
- Recognize Characteristics of Realistic Fiction
- Describe and Understand Plot
- Synthesize Information
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Determine meaning of base words with prefix mis-, dis-
- Use Inflectional endings -s, -es
- Use Alphabetical Order
- Identify and use adjectives

- Identify and use irregular verbs and irregular action verbs
- Write complete sentences
- Write steps in a process
- Write independently for a sustained amount of time
- Develop a Procedural Text with time order words, action verbs, commas
- Revise writing
- Edit Writing
- Publish and share writing
- Blend and decode words with inflections -s, -es
- Blend, decode and spell words with vowel pattern oo, ew
- Blend, decode and spell words with vowel pattern ow
- Blend decode and spell words with all, aw, o
- Blend and decode words with vowel pattern ear, eer
- Blend and decode words with dipthongs oi, oy

Module 9: Home Sweet Habitat

Learning Goals: What do I want my students to learn?

Standards

Fundamental Concepts/Big Ideas

- Essential Question: How do living things in a habitat depend on each other?
- Can I use contractions?
- Can I use adverbs?
- Can I use possessive nouns?
- Can I write a paragraph?
- What is a research report?
- How do I research and use sources?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…

- Recognize Characteristics of an Opinion Essay
- Recognize Author's Purpose
- Recognize Characteristics of Informational Text
- Identify and Explain Figurative Language
- Ask and Answer Questions
- Recognize Text Organization
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Monitor and Clarify Comprehension
- Identify Features of Poetry
- Create Mental Images
- Identify Rhyme Scheme
- Recognize Cause and Effect
- Identify Features of Folk Tales
- Retell
- Identify words that name places (ex: coast, market etc)
- Use context clues to determine meaning of unknown words
- Determine meaning of base words with prefix mis-, pre-

- Identify and use contractions
- Identify and use types of adverbs
- Identify and use possessive nouns
- Write complete sentences
- Write a paragraph
- Write independently for a sustained amount of time
- Develop a Research Report with a research plan, central idea, restated facts, cited sources
- Revise writing
- Edit Writing
- Publish and share writing
- Blend and decode words with prefix pre-
- Blend and decode words with three letter blends
- Blend and decode words with consonant +le
- Review 6 syllable types
- Blend, decode and spell words with contractions
- Spell compound words
- Spell words with soft g -dge, -ge
- Recognize prefix pre-, mis-

Module 10: Many Cultures One World

Learning Goals: What do I want my students to learn?

Standards

Fundamental Concepts/Big Ideas:

- Essential Question: What can we learn from different people and cultures?
- Can I use possessive pronouns?
- Can I use prepositions and prepositional phrases?
- Can I write a thank you letter?
- What is a letter?
- What are the types of correspondance?
- What are the qualities of a good writer?
- What is the purpose of writing?
- How do we use the writing process?
- Use phonics to encode and decode.

Learning Objectives

Students will be able to…

- Recognize Characteristics of Informational Text
- Recognize Characteristics of an Autobiography
- Identify Literal and Figurative Language
- Identify Features of Realistic Fiction
- Make Inferences
- Develop fluency through word accuracy, self-correction techniques, and use of phrasing/punctuation
- Recognize Step a Research Plan
- Describe Plot Elements
- Identify Features of Narrative NonFiction
- Make and Confirm Predictions
- Determine Central Idea
- Identify Features of Poetry
- Make Connections
- Identify Graphic Features
- Determine meaning of base words with suffixes -ion, -tion, -sion, -ly, -y
- Determine shades of meaning
- Identify and use possessive pronouns
- Identify and use prepositions and prepositional phrases

- Write complete sentences
- Write letters
- Write independently for a sustained amount of time
- Develop a Thank You Letter with a heading, greeting, body, closing and signature
- Revise writing
- Edit Writing
- Publish and share writing
- Blend and decode words with prefix mis-
- Blend and decode multisyllabic words with long a (ei, ey), long e (y, ey)
- Spell words with inflections -ed, -ing
- Spell words with long e spelled -y

Please contact the Content Supervisor for any questions.