

Mendham Township

Second Grade ELA Curriculum

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Philosophy

The Mendham Township Elementary School is committed to delivering a comprehensive and structured English Language Arts literacy curriculum for grades K-4. Based on the New Jersey Learning Standards and best practices supported by decades of research on evidence-based practice, MTES strives to close the national reading gap and ensure equity for all students through a content rich curriculum. MTES's knowledge-based content-driven curriculum will promote critical thinking through explicit classroom instruction and innumerable hands-on learning experiences. MTES aims to provide a comprehensive and rigorous educational experience that prepares students for academic success, fosters a love of learning, and equips them with essential skills that will last a lifetime.

Goals

The MTES English Language Arts content-driven curriculum was developed to support evidence based research within the Science of Reading and Writing. With explicit instruction and promotion of foundational phonics acquisition, students will develop deeper understanding of skills that will promote scaffolding for future learning experiences. The rigorous curriculum is copiously aligned with grade-specific New Jersey State Standards to promote essential life skills, literacy and career readiness.

1. Multi-Discipline Approach to Learning: Content areas such as literature, social studies and science are embedded into a culture rich curriculum with cross-over throughout the disciplines.
2. Culturally Rich Text: Students will be introduced to diverse cultures throughout various historical periods. Students will be encouraged to explore and discuss important works of art, influential figures, and significant events within diverse cultures.
3. Scaffolding of Knowledge: Learning models are designed to comprehensively and continuously build upon each other. This is a knowledge-building approach that allows students to take a deep dive into knowledge learning, comprehension, and application of new skills
4. Language Arts Skills: The ELA curriculum is research-based and aligned with the New Jersey State Standards to promote strong reading comprehension, fluency, vocabulary acquisition and writing mastery.
5. Critical Thinking and Analytical Reasoning: Automic decision making, problem solving, critical thinking, and analytical reasoning are fostered and supported

- through this curriculum.
6. **Active Collaboration:** Students will be fully engaged and work collaboratively throughout all lessons. Continuous practice of sharing ideas, finding one's voice, and positive problem solving - conflict resolution are supported and encouraged. Kinesthetic learning through hands-on experience will create a genuine learning environment.
 7. **Formative and Summative Assessments:** Each lesson embedded throughout the curriculum offers multi-level formative assessments to ensure full comprehension for each learner. Additional supports, enrichments, supplements, and varied reteach approaches will be implemented as needed. In addition to formative evaluations, benchmarks and summative assessments are utilized throughout the year to ensure academic progress and full comprehension of learned experiences.

Mendham Township School District
ELA Curriculum
Grade 2

Grade 2 Knowledge Unit 1: Fairy Tales and Fables

Stage 1-Desired Results

Unit Summary

Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters.

Unit Goals

- Demonstrate understanding of Fairy Tales and Tall Tales genres
- Set a purpose for listening and understand the concept of exaggeration
- Distinguish details of idioms and multiple meaning words
- Identify regular and irregular plurals
- Compare and contrast two tall tales using a graphic organizer
- Experiment with narrative writing by rewriting a classic tale
- Domain Assessment

Essential Questions:

- Why is using key details from the story important in retelling the story?
- How can I use the details of the text to express the theme?
- How do readers determine the central message, lesson, or moral from culturally diverse texts?

Enduring Understandings:

- Fairy Tales and Tall Tales lay the foundation of understanding stories in future grades.
- Fairy Tales is a continuation and deepening of prior knowledge about the genre and will allow for a greater understanding of story grammar.
- Tall Tales introduces students to the setting of the American frontier and some of the occupations there.

NJSLS:

Knowledge:

Lesson 1:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

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

Lesson 2:

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

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

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

Lesson 3:

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

Lesson 4:

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

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

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.

Lesson 5:

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.

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

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

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

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.

Lesson 6:

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

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.

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

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

Lesson 7:

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

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.

Lesson 8:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Skills:

Lesson 1:

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.

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.

Lesson 2:

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.

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.

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

Lesson 3:

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

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.

Lesson 4:

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

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.

Lesson 5:

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.2.2. 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.

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.

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

Lesson 6:

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.

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.

Lesson 7:

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.

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.

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

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

Lesson 8:

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.

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.

Lesson 9:

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.

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.

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.

Lesson 10:

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.

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

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

Lesson 11:

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.

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.

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

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

Lesson 12:

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.

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.

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

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: The Fisherman and His Wife

Primary Focus of the Lesson:

Reading

Students will review what they know about fairy tales and other types of fiction. Students will make predictions about a character in “The Fisherman and His Wife.”

Language

Students will demonstrate an understanding of the Tier 2 word displeases.

Writing

Students will change one element of “The Fisherman and His Wife” and describe how it changes the original text.

Formative Assessment

Activity Page 1.1: Rewriting the Read-Aloud Students will change one element of “The Fisherman and His Wife” and describe how it changes the story.

Core Vocabulary: charming displeases enchanted hesitated might

Read Aloud: The Fisherman and Wife

Lesson 2: The Emperor’s New Clothes

Primary Focus of the Lesson:

Speaking and Listening

Students will review the characteristics of a fairy tale.

Reading

Students will analyze the actions of the characters in “The Emperor’s New Clothes.”

Speaking and Listening

Students will act out the events of “The Emperor’s New Clothes.”

Language

Students will demonstrate an understanding of the Tier 2 word curious.

Formative Assessment

Exit Pass: Character Analysis Students will identify one character in “The Emperor’s New Clothes” and analyze what he did to make the emperor believe he had new clothes.

Core Vocabulary: curious ignorant inspect intelligent

Read Aloud: The Emperor’s New Clothes

Lesson 3: Beauty and the Beast, Part I

Primary Focus of the Lesson:

Reading

Students will compare and contrast aspects of “The Fisherman and His Wife” and “The Emperor’s New Clothes.”

Speaking and Listening

Students will identify the characteristics of a fairy tale evident in “Beauty and the Beast, Part I.”

Language

Students will demonstrate an understanding of the Tier 2 word fortune.

Speaking and Listening

Students will sequence a series of events from “Beauty and the Beast, Part I.”

Writing

Students will write a short description of a favorite scene in “Beauty and the Beast, Part I.”

Formative Assessment

Activity Page 3.1: Which Happened First? Students will identify the sequence of events in “Beauty and the Beast, Part I.”

Core Vocabulary: astonished fearsome fortune merchant

Read Aloud: Beauty and The Beast, Part 1

Lesson 4: Beauty and the Beast, Part II

Primary Focus of the Lesson:

Reading

Students will identify the characters in “Beauty and the Beast, Part I.”

Speaking and Listening

Students will identify the characteristics of a fairy tale in “Beauty and the Beast, Part II.”

Language

Students will demonstrate an understanding of the Tier 2 word constant.

Students will demonstrate an understanding of the saying “better late than never.”

Students will demonstrate an understanding of the multiple meaning word tunes.

Formative Assessment

Exit Pass: Is “Beauty and the Beast” a Fairy Tale? Students will identify one characteristic of fairy tales that is present in “Beauty and the Beast.”

Core Vocabulary: constant despite determined sorrowful

Read Aloud: Beauty and the Beast, Part II

Lesson 5: Paul Bunyan

Primary Focus of the Lesson:

Speaking and Listening

Students will describe a situation that contains exaggeration.

Reading

Students will identify examples of exaggeration in “Paul Bunyan.”

Language

Students will demonstrate an understanding of the Tier 2 word admiration.

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “Paul Bunyan.”

Formative Assessment

Exit Pass: Is “Paul Bunyan” a Tall Tale? Students will identify one characteristic of tall tales that is present in “Paul Bunyan.”

Core Vocabulary: admiration colossal frontier inseparable

Read Aloud: Paul Bunyan

Lesson 6: Pecos Bill

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the characteristics of a tall tale and review examples of exaggeration in “Paul Bunyan.”

Reading

Students will distinguish between real and fictional elements in “Pecos Bill.”

Language

Students will demonstrate an understanding of the Tier 2 word tamed.

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “Pecos Bill.”

Formative Assessment

Activity Page 6.1: Fact or Tall Tale? Students will distinguish between real and fictional events in “Pecos Bill.”

Core Vocabulary: energy persuaded relaxed tamed

Read Aloud: Pecos Bill

Lesson 7: John Henry

Primary Focus of the Lesson:

Reading

Students will identify the characteristics of a tall tale and will identify characters from “Paul Bunyan” and “Pecos Bill.”

Students will compare and contrast characters from “Paul Bunyan” and “John Henry.”

Language

Students will demonstrate an understanding of the Tier 2 word feats.

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “John Henry.”

Language

Students will demonstrate an understanding of the Tier 2 word challenge.

Students will demonstrate an understanding of the multiple meaning word tracks.

Formative Assessment

Exit Pass: Is “John Henry” a Tall Tale? Students will identify one characteristic of tall tales that is present in “John Henry.”

Core Vocabulary: challenge compete feats solution steam

Read Aloud: John Henry

Lesson 8: Casey Jones

Primary Focus of the Lesson:

Reading

Students will identify the characteristics of a tall tale and will review the main events in “Paul Bunyan,” “Pecos Bill,” and “John Henry.”

Speaking and Listening

Students will identify the characteristics of tall tales present in “Casey Jones.”

Language

Students will demonstrate an understanding of the Tier 3 word legendary.

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “Casey Jones.”

Reading

Students will compare and contrast characters from “John Henry” and “Casey Jones.”

Formative Assessment

Activity Page 8.1: Venn Diagram: “John Henry” and “Casey Jones” Students will compare and contrast the characters in “John Henry” and “Casey Jones.”

Core Vocabulary: mounted legendary passengers pride

Read Aloud: Casey Jones

Lesson 9: Unit 1 Knowledge 1 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Fairy Tales and Tall Tales. The results should guide review and remediation the following day.

Grade 2 Skills Unit 1 Lessons 1-12

Lesson 1: Back to School: Basic Code Review

Primary Focus of the Lesson

Foundational Skills

Students will review the following sound/spellings: /a/ > ‘a,’ /i/ > ‘i,’ /p/ > ‘p,’ /b/ > ‘b,’ /t/ > ‘t,’ and /d/ > ‘d.’ Students will read and spell one-syllable words with /a/ > ‘a’ and /i/ > ‘i.’ Students will spell dictated words with /a/ > ‘a.’

Reading

As the teacher reads “Kate Visits Doba” aloud, students will read along with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer written

multiple-choice questions about key details in the text.

Formative Assessment

Observation: Dictation Journal

Activity Page 1.2: Story Questions “Kate Visits Doba”

Lesson 2: Back to School: Basic Code Review

Primary Focus of the Lesson

Foundational Skills

Students will review the sound/spellings /e/ > ‘e,’ /u/ > ‘u,’ /o/ > ‘o,’ /k/ > ‘c,’ and /g/ > ‘g.’ Students will blend, segment, and spell one-syllable words in which /a/ > ‘a,’ /e/ > ‘e,’ /o/ > ‘o,’ and /u/ > ‘u.’ Students will spell dictated words with /i/ > ‘i.’

Reading

As the teacher reads “The Campsite” aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text.

Formative Assessment

Observation: Dictation Journal

Activity Page 2.2: Story Questions “The Campsite”

Lesson 3 Back to School: Basic Code Review

Primary Focus of Lesson

Foundational Skills

Students will review the consonant sound/spellings /k/ > ‘k,’ /g/ > ‘g,’ /f/ > ‘f,’ /v/ > ‘v,’ /l/ > ‘l,’ and /h/ > ‘h,’ and the vowel sound/spellings /i/ > ‘i,’ /e/ > ‘e,’ and /o/ > ‘o.’

Students will segment, blend, and spell one-syllable words in which /a/ > ‘a,’ /e/ > ‘e,’ /i/ > ‘i,’ /o/ > ‘o,’ and /u/ > ‘u.’

Students will spell dictated words with /o/ > ‘o.’

Reading

As the teacher reads “The Hike” aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text.

Formative Assessment

Observation: Dictation Journal

Activity Page 3.2: Story Questions “The Hike”

Lesson 4 Back to School: Basic Code Review

Primary Focus of Lesson

Foundational Skills

Students will review the sound/spellings /th/ > ‘th,’ /ng/ > ‘ng,’ /sh/ > ‘sh,’ and /ch/ > ‘ch’ in one-syllable words with short vowel sounds.

Students will segment, blend, and spell one-syllable words with /th/ > ‘th,’ /th/ > th,’ /ng/ > ‘ng,’ /sh/ > ‘sh,’ and /ch/ > ‘ch’ and short vowel sounds.

Students will spell dictated words with /e/ > ‘e.’

Reading

As the teacher reads “The Bone Man” aloud, students will read along with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text.

Formative Assessment

Observation: Dictation Journal

Activity Page 4.2: Story Questions “The Bone Man”

Lesson 5 Back to School: Basic Code Review

Foundational Skills

Students will review eight consonant sound/spellings, including /qu/ > ‘qu’ in one-syllable words with short vowels.

Students will segment, blend, and spell one-syllable words with /ng/ > ‘ng’ and short vowels.

Students will spell dictated words with /u/ > ‘u.’

Reading

As the teacher reads “The Big Dig” aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in a text.

Formative Assessment

Observation: Dictation Journal

Activity Page 4.2: Story Questions “The Big Dig”

Lesson 6 Placement Assessment: Story Reading Assessment

Primary Focus of Lesson

Reading

Students will read “Snacks,” a short story consisting of one-syllable words with basic spellings, and will answer eight written multiple-choice questions about key details in the text.

Language

Students will pair individual words to form the compound words backpack, pancake, ladybug, popcorn, bedtime, sunshine.

Lesson 7 Placement Assessment: Word Reading and Story Reading Assessments

Primary Focus of Lesson

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, diphthongs, r-controlled vowels, spelling alternatives, and Tricky Words.

Reading

Students will read “Prince Vincent” with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

Writing

Students will write a minimum of five sentences in response to a picture prompt.

Lesson 8 Placement Assessment: Word Reading and Story Reading Assessments

Primary Focus of Lesson

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, diphthongs, r-controlled vowels, spelling alternatives, and Tricky Words.

Reading

Students will read “The Beach” with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

Students will draw pictures based on a series of instructions written in short, decodable sentences, and will match printed words with the appropriate pictures.

Lesson 9 Word Reading and Story Reading Assessments

Primary Focus of Lesson

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, diphthongs, r-controlled vowels, spelling alternatives, and Tricky Words.

Reading

Students will read “Sink or Float” with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

Students will read compound words and draw illustrations to show their understanding of the words’ meanings.

Lesson 10 Placement Assessment: Word Reading Assessment

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, diphthongs, r-controlled vowels, spelling alternatives, and Tricky Words.

Reading

Students will read a short paragraph and draw an illustration that shows their understanding of the details in the text.

Students will silently read short sentences and draw illustrations that show their understanding of the sentences’ meanings.

Writing

Students will draw an illustration of themselves with their best friend, and will write a short story detailing the things they do together.

Lesson 11 Tricky Words and Spelling Alternatives

Primary Focus of Lesson

Foundational Skills

Students will read and pronounce the Tricky Words the, he, she, we, be, and me.

Students will review the double consonant sound/spellings /b/ > ‘bb,’ /k/ > ‘cc,’ /k/ > ‘ck,’ /g/ > ‘gg,’ /f/ > ‘ff,’ and /l/ > ‘ll.’

Reading

Students will read “The Hot Dog” aloud with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text.

Language (Spelling)

Students will segment, blend, and spell a variety of one- and two-syllable short vowel words, and the Tricky Word she.

Formative Assessment

Observation: Anecdotal Reading Record “The Hot Dog”

Observation: Discussion Questions “The Hot Dog”

Lesson 12 Tricky Words and Spelling Alternatives

Primary Focus of Lesson

Foundational Skills

Students will read and pronounce the Tricky Words was, of, and a.

Students will blend one- and two-syllable words with double consonant letter-sound correspondences /m/ > ‘mm,’ /n/ > ‘nn,’ /p/ > ‘pp,’ /r/ > ‘rr,’ /s/ > ‘ss,’ /t/ > ‘tt,’ and /z/ > ‘zz.’

Language (Grammar)

Students will edit incorrectly written sentences to review capitalization of the first word in a sentence and the proper use of a question mark at the end of an interrogative sentence.

Reading

Students will read “The Chicken Nugget” as a class with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer oral literal, inferential, and evaluative questions about key details in the text.

Students will organize key events from “The Chicken Nugget” in sequential order, referring to the text and illustrations, to show their understanding of story structure and comprehension of the story.

Formative Assessment

Observation: Anecdotal Reading Record “The Chicken Nugget”

Observation: Discussion Questions “The Chicken Nugget”

Activity Page 12.2: Sequence Events “The Chicken Nugget”

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-12*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 2: Early Asian Civilizations

Stage 1-Desired Results

Unit Summary:

Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”

Goals

- Demonstrate understanding of key vocabulary
- Identify key components of a civilization
- Identify trickster tales and folktales as a type of fiction
- Effectively write and use regular and irregular past tense verbs
- Successfully plan, draft, and publish an informational book about China
- Summarize a text in “Somebody Wanted But So Then” format
- Domain Assessment

Essential Questions:

- Why is using key details from the story important in retelling the story?
- How can I use the details of the text to express the theme?
- How do readers determine the central message, lesson, or moral from culturally diverse texts?
- Why is it important to ask questions before, during, and after reading?
- How can asking myself questions help me better understand what I am reading?
- How do readers ask questions to show they are aware of the key details in a story?
- How do I identify the main topic if there is more than one paragraph?
- How do I identify the main topic for a paragraph?
- How do I identify key details that support the main topic?
- Why is it helpful for good readers to identify the main idea/main topic?
- How do I connect a series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- How can I use prior knowledge to compare the main topic of two informational texts?
- How can I use prior knowledge to contrast the main topic of two informational texts?
- How can I as a writer express my opinion?
- How can I use evidence to support my opinion?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- How can technology be used as a tool to write, publish, and/or collaborate?

Enduring Understandings:

- India and China, the two most populous countries in Asia, were able to form because of mighty rivers.
- Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.
- The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.

NJSLS:

Knowledge:

Lesson 1:

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.

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

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

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

Lesson 2:

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

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

Lesson 3:

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

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

Lesson 4:

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.

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.

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and

planning to write about a topic.

Lesson 8:

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.

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

Lesson 9:

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

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

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

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.

Lesson 10:

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

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.

Lesson 11:

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

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

Lesson 12:

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.

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

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

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.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

Lesson 13:

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

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

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

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

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.

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

Lesson 14:

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

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

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Skills:

Unit 1 Lesson 13:

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

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.

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

Unit 1 Lesson 14:

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

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.

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

Unit 1 Lesson 15:

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.2.2. 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.

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.

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

Unit 1 Lesson 16:

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

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.

Unit 1 Lesson 17:

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

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.

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

Unit 1 Lesson 18:

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

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.

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

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.

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.

Unit 1 Lesson 19:

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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

Unit 1 Lesson 20:

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

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

Unit 1 Lesson 21:

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

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.

Unit 1 Lesson 22:

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

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

Unit 2 Lesson 1:

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

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.

Unit 2 Lesson 2:

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

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.

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.

Unit 2 Lesson 3:

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

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

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: The Indus River Valley, Part I

Primary Focus of the Lesson:

Speaking and Listening

Students will review key components of a civilization and locate Asia, India, and China on a map or globe.

Reading

Students will explain the importance of the geography of Asia in the development of ancient civilizations in that region.

Language

Students will demonstrate an understanding of the Tier 2 word fertile.

Writing

Students will write a short description of the development of the early Asian civilization.

Formative Assessment

Activity Page 1.2 Write About It: The Indus River Valley Write a short description of the development of the early Asian civilization.

Core Vocabulary: common cultivate fertile Indus River irrigation canals

Read Aloud: The Indus River Valley, Part I

Lesson 2: The Indus River Valley, Part II

Primary Focus of the Lesson:

Speaking and Listening

Students will review the importance of the Indus River and Himalaya Mountains in the development of a civilization.

Reading

Students will explain the importance of the Indus River to Mohenjo-daro.

Language

Students will demonstrate understanding of the Tier 2 word source.

Reading

Students will identify the five components of early Indian civilizations.

Formative Assessment

Activity Page 2.1: Civilizations Chart Students will identify the five components of an early Indian civilization.

Exit Pass: Components of a Civilization Students will write one to three facts about Mohenjo-daro that indicates it was part of a civilization.

Core Vocabulary: bustling nestles recede source

Read Aloud: The Indus River Valley, Part II

Lesson 3: Hinduism

Primary Focus of the Lesson

Speaking and Listening

Students will review the role Asia’s geography played in the formation of ancient civilizations in this region.

Reading

Students will explain religion as a key component of a civilization and describe important aspects of Hinduism.

Language

Students will demonstrate an understanding of the Tier 2 word represents.

Reading

Students will describe the five components of an early Asian civilization.

Writing

Students will gather information to pre plan for an informative writing piece.

Formative Assessment

Activity Page 2.1: Civilizations Chart Students will identify the five components of an early Indian civilization.

Activity Page 3.1: Comparison Chart Students will describe the important aspects of Hinduism..

Core Vocabulary: existence Hinduism represents sacred

Read Aloud: Hinduism

Lesson 4: The Tiger, the Brahman, and the Jackal

Primary Focus of the Lesson:

Speaking and Listening

Students will review important aspects of Hinduism.

Reading

Students will identify trickster tales as a type of fiction, and be able to describe the characters, plot, and setting of the story “The Tiger, the Brahman, and the Jackal.”

Language

Students will demonstrate an understanding of the Tier 2 word unjust.

Reading

Students will identify personification and sequence events from a trickster tale.

Formative Assessment

Activity Page 4.1: Sequencing the Story Each student will sequence six images from the story to demonstrate understanding of the characters and plot.

Core Vocabulary: contrary devour distracted pious unjust

Read Aloud: The Tiger, the Brahman, and the Jackal

Lesson 5: The Blind Men and the Elephant

Primary Focus of the Lesson:

Students will review “The Tiger, the Brahman, and the Jackal” as an example of fiction.

Reading

Students will describe the characters and plot of a poem.

Language

Students will demonstrate an understanding of the Tier 2 word resembles.

Writing

Students will write a simile comparing a part of an elephant to another object.

Language

Students will form and use the past tense of frequently occurring irregular verbs.

Formative Assessment

Activity Page 5.1: Describe an Elephant Students will think of an object with which they can compare an elephant part.

Core Vocabulary: bawl grope marvel observation resembles

Read Aloud: The Blind Men and the Elephant

Lesson 6: Diwali

Primary Focus of the Lesson:

Speaking and Listening

Students will recall the important elements of Hinduism.

Reading

Students will describe the importance of Diwali, including the significance of various customs associated with it.

Language

Students will demonstrate an understanding of the Tier 2 word custom.

Writing

Students will describe an image from the read-aloud, and will incorporate peer feedback into their writing.

Formative Assessment

Activity Page 6.1: Interactive Writing Students will write a brief description of an image of a Diwali celebration, receive peer feedback, and incorporate that feedback in their writing.

Core Vocabulary: archer custom Diwali prosperity

Read Aloud: Diwali

Lesson 7: Buddhism

Primary Focus of the Lesson:

Speaking and Listening

Students will identify important aspects of Hinduism, including the significance of Diwali.

Reading

Students will explain religion as a key component of a civilization and describe important aspects of Buddhism.

Language

Students will demonstrate an understanding of the Tier 2 word conquer.

Students will learn multiple meanings for the word train.

Writing

Students will gather information to pre plan for an informative writing piece.

Formative Assessment

Activity Page 7.1: Hinduism or Buddhism Students will identify certain facts as pertaining to either Hinduism or Buddhism

Core Vocabulary: Buddhism conquer suffering venture

Read Aloud: Buddhism

Lesson 8: The Yellow and the Yangtze Rivers

Primary Focus of the Lesson:

Speaking and Listening

Students will review the connection between geography and formation of ancient civilizations in India.

Reading

Students will explain the importance of rivers to the development of the ancient Chinese civilization and describe contributions made by people.

Language

Students will demonstrate an understanding of the Tier 2 word sorrow.

Reading

Students will describe the five components of early Chinese civilizations.

Formative Assessment

Activity Page 8.1: Civilizations Chart Students will identify the five components of an early civilization.

Exit Pass: Components of a Civilization Students will write one to three facts about the ancient Chinese civilization.

Core Vocabulary: plateaus silt sorrow Yangtze River Yellow River

Read Aloud: The Yellow and the Yangtze Rivers

Lesson 9: Paper, Writing, and Calligraphy

Primary Focus of the Lesson:

Speaking and Listening

Students will review the key components of a civilization.

Reading

Students will describe contributions made by the people of ancient China.

Language

Students will demonstrate an understanding of the Tier 2 word durable.

Writing

In collaboration with peers, students will plan a book describing writing in ancient China.

Formative Assessment

Activity Page 9.1: Bookmakers In collaboration with peers, students will plan a book describing writing in ancient China.

Exit Pass: Oral Assessment Students will name one Chinese invention.

Core Vocabulary: character durable remarkable

Read Aloud: Paper, Writing, and Calligraphy

Lesson 10: The Magic Paintbrush

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about ancient China.

Reading

Students will describe elements of fiction in the folktale “The Magic Paintbrush.”

Language

Students will demonstrate understanding of the Tier 2 word praise.

Writing

Students will create a book about paper, writing, or calligraphy in ancient China.

Formative Assessment

Activity Page 9.1: Bookmakers Students will create a book about paper, writing, or calligraphy in ancient China.

Core Vocabulary: cork praise regret scowl

Read Aloud: The Magic Paintbrush

Lesson 11: The Importance of Silk

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about ancient China.

Reading

Students will describe the silk-making process.

Language

Students will demonstrate an understanding of the Tier 2 words emerge and plunged.

Writing

Students will complete and publish a book about paper, writing, or calligraphy in ancient China.

Formative Assessment

Exit Pass: Bookmakers Students will complete and publish a book about paper, writing, or calligraphy in ancient China.

Core Vocabulary: barriers emerge plunged trade

Read Aloud: The Importance of Silk

Lesson 12: China's Great Wall

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about important contributions made by the people of ancient China.

Reading

Students will describe the construction and significance of the Great Wall.

Language

Students will demonstrate an understanding of the Tier 2 word defense.

Students will demonstrate understanding of the saying "easier said than done."

Reading

Students will retell the story of the creation of the Great Wall.

Formative Assessment

Activity Page 12.1: Somebody Wanted But So Then Chart Students will retell the story of the creation of the Great Wall.

Core Vocabulary: defense intervals span transport

Read Aloud: China's Great Wall

Lesson 13: Confucius

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about the Great Wall of China.

Reading

Students will describe the importance of Confucius's teachings.

Language

Students will demonstrate understanding of the Tier 2 word eager.

Students will demonstrate understanding of the saying "practice what you preach."

Writing

Students will share the book they wrote about paper, writing, or calligraphy in ancient China.

Formative Assessment

Exit Pass: Students will verbalize a fact they learned from a peer’s presentation of their informational writing.

Core Vocabulary: eager example sages

Read Aloud: Confucius

Lesson 14: Chinese New Year

Primary Focus of the Lesson:

Speaking and Listening

Students will review important information about Diwali.

Reading

Students will describe the significance, and traditions associated with, the Chinese New Year.

Language

Students will demonstrate an understanding of the Tier 2 words prosperous and traditions.

Reading

Students will compare and contrast the Chinese New Year with Diwali.

Formative Assessment

Activity Page 14.1: Compare and Contrast Compare and contrast Chinese New Year and Diwali.

Core Vocabulary: adhering banished grudges prosperous

Read Aloud: Chinese New Year

Lesson 15: Knowledge 2 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Early Asian Civilizations. The results should guide review and remediation the following day.

Skills Unit 1 Lessons 13-22 and Skills Unit 2 Lessons 1-3

Lesson 13 Basic Code Review: Two-Syllable Words with Short Vowels

Primary Focus of Lesson

Foundational Skills

Students will review the double consonant sound/spellings /b/ > ‘bb,’ /d/ > ‘dd,’ /k/ > ‘cc,’ /k/ > ‘ck,’ /g/ > ‘gg,’ /f/ > ‘ff,’ and /l/ > ‘ll.’

Students will blend the sounds in the first and second syllables of two-syllable words, and will put the two syllables together to form complete two-syllable words.

Students will read one-syllable CVC and CVCC words with short vowels then follow common spelling patterns and correctly write the word with the addition of the suffix –ing.

Reading

Students will read “The Chicken Nugget” aloud with purpose and understanding in either a small group with

the teacher or with a partner, and will answer written multiple-choice and short answer questions about key details in the text.

Formative Assessment

Activity Page 13.1: Suffix Spelling Patterns

Observation: Anecdotal Reading Record “The Chicken Nugget” (Group 1)

Activity Page 13.3: Story Questions “The Chicken Nugget” (Group 2)

Lesson 14 Review: Tricky Words and Tricky Spelling ‘g’

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Words do, to, down, and how.

Students will review the Tricky Words he, she, we, be, me, the, a, was, and of.

Students will read words with the Tricky Spelling ‘g’ where ‘g’ > /j/ or /g/.

Students will sort and write words with ‘g’ > /j/ and ‘g’ > /g/.

Reading

Students will read “The Snack Mix” aloud with purpose and understanding in either a small group with the teacher or with a partner, and will answer oral literal questions about key details in the text.

Formative Assessment

Observation: Anecdotal Reading Record “The Snack Mix” (Group 1)

Observation: Discussion Questions “The Snack Mix” (Group 1)

Lesson 15 Assessment and Review: Spelling Assessment and Tricky Spelling ‘c’

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated one- and two-syllable words with short vowel patterns and the Tricky Word she.

Foundational Skills

Students will read words with the tricky spelling ‘c’ > /k/ or /s/.

Students will sort and write words with ‘c’ > /k/ and ‘c’ > /s/.

Reading

Students will read “The Snack Mix” aloud in a small group, with the teacher or with a partner, with increased accuracy, rate, and expression.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Observation: Anecdotal Reading Record “The Snack Mix” (Group 2)

Lesson 16 Review: Spelling Alternatives

Primary Focus of Lesson

Foundational Skills

Students will review the consonant digraph sound/spellings /n/ > ‘kn,’ /r/ > ‘wr,’ /w/ > ‘wh,’ and /qu/ > ‘qu.’ Students will circle letters to form words matching a series of pictures, and will write one-syllable words where /n/ > ‘kn,’ /r/ > ‘wr,’ /w/ > ‘wh,’ and /qu/ > ‘qu.’

Reading

Students will read “The Ham” with purpose and understanding, and will answer oral evaluative questions about key details in the text.

Language (Spelling)

Students will segment, blend, and spell a variety of two-syllable short vowel words, and the Tricky Word how.

Formative Assessment

Activity Page 16.1: Spelling Alternatives for Consonant Sounds

Observation: Anecdotal Reading Record “The Ham”

Observation: Discussion Questions “The Ham”

Lesson 17 Review: Spelling Alternatives and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will review the sound/spellings /j/ > ‘ge’ and /v/ > ‘ve.’

Students will read words in columns presorted by the sounds /j/ and /v/, and will circle letters in the words that produce the target sounds.

Students will read the Tricky Words what, where, why, and from.

Language (Grammar)

Students will rearrange scrambled sentences to create complete sentences with proper capitalization and punctuation.

Reading

Students will read “The Fish” aloud with purpose and understanding, and will answer oral evaluative questions about key details in the text.

Formative Assessment

Activity Page 17.1: Practice Spelling Alternatives

Observation: Anecdotal Reading Record “The Fish”

Observation: Discussion Questions “The Fish”

Lesson 18 Review: Tricky Words and Spelling Alternatives

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Words once, one, and two.

Students will read words presorted by the sounds /s/ and /ch/ and will circle the letters in the words that produce the target sounds.

Language (Grammar)

Students will rearrange scrambled sentences to create complete sentences with proper capitalization and punctuation.

Reading

Students will read “The Milk” as a class with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 18.1: Practice Spelling Alternatives

Observation: Anecdotal Reading Record “The Milk”

Observation: Discussion Questions “The Milk”

Lesson 19 Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will review the Tricky Words he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one, and two.

Students will read words with the past-tense marker –ed, will identify that ‘ed’ > / e/ + /d/, /d/, and /t/, and will write words in sorted columns by the sound of –ed.

Reading

Students will reread “The Milk” aloud in small groups with accuracy, appropriate rate, and expression; will answer written multiple-choice questions about key details in the text; and will answer oral literal questions about the sequence of events in the story.

Formative Assessment

Activity Page 19.1: Sound Search

Observation: Anecdotal Reading Record “The Milk” (Group 1)

Activity Page 19.2: Story Questions “The Milk” (Group 2)

Lesson 20 Assessment and Review: Spelling Assessment and Tricky Spelling ‘s’

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated words with the suffix –ing, double consonant spellings, and the Tricky Word how.

Foundational Skills

Students will review the Tricky Words he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one, and two.

Students will read words with ‘s’ > /s/ and ‘s’ > /z/.

Students will read and write words with ‘s’ > /s/ and ‘z’ > /z/ in sorted columns.

Formative Assessment

Activity Page 20.1: Spelling Assessment

Activity Page 20.2: Tricky Spelling ‘s

Lesson 21 Review: Sound/Spellings and Tricky Words

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will work in pairs to review all previously taught sound/spellings.

Students will read the Tricky Words could, should, and would.

Reading

Students will read “The Chips” aloud in pairs with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal questions about key details in the text.

Language (Spelling)

Students will spell words with /ng/ > ‘ng,’ /ng/ > ‘n,’ and the Tricky Word should.

Formative Assessment

Observation: Anecdotal Reading Record “The Chips”

Activity Page 21.1: Story Questions “The Chips”

Lesson 22 Assessment: End-of-Unit Assessment

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Words there, said, says, and word.

Students will listen to dictated words and select the correct word from a list of four printed words with similar spellings.

Language (Grammar, Spelling)

Students will add the correct ending punctuation to complete sentences, and also add –ing to words with short vowels following learned spelling patterns.

Reading

Students will read “The Catfish” independently, and will answer written multiple-choice and short answer questions about key details in the text.

Formative Assessment

Activity Page 22.1: Dictation Identification Assessment

Activity Page 22.2, 22.3: Skills Assessment

Activity Page 22.4: Comprehension Assessment

Activity Page 22.5: Spelling Assessment

Unit 2

Lesson 1 Basic Code: Review /ae/ > ‘a_e’ and /ie/ > ‘i_e’

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Words I, you, your, and street.

Students will read and write one-syllable words containing /ae/ > ‘a_e’ and /ie/ > ‘i_e,’ and will change words with short-vowel sounds to words with long-vowel sounds by adding the magic ‘e’ to the ends of words to form split digraphs.

Reading

Students will read “Mike’s Bedtime” with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; will answer written multiple-choice and short-answer questions about the story; and will answer oral literal and inferential questions about the main characters, setting, and plot.

Language (Spelling)

Students will read and write words with the inflectional ending and suffix –ed.

Formative Assessment

Observation: Discussion Questions “Mike’s Bedtime”

Activity Page 1.2: Story Questions “Mike’s Bedtime”

Unit 2

Lesson 2 Basic Code: Review /oe/ > ‘o_e’ and /ue/ > ‘u_e’

Primary Focus Objectives

Primary Focus of Lesson

Language (Grammar)

Students will review contractions by matching word pairs with their contracted forms.

Foundational Skills

Students will read and write one-syllable words containing /oe/ > ‘o_e’ and /ue/ > ‘u_e.’

Students will add magic ‘e’ to the ends of words with short-vowels to form words with /ue/ > ‘u_e,’ /oe/ > ‘o_e,’ /ae/ > ‘a_e,’ and /ie/ > ‘i_e.’

Students will read two-syllable words featuring /oe/ > ‘o_e’ and /ue/ > ‘u_e.’

Students will read the Tricky Words my, by, and have.

Reading

Students will read “The Milk” with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 2.2: Read Two-Syllable Words

Observation: Anecdotal Reading Record “The Milk”

Observation: Discussion Questions “The Milk”

Unit 3

Lesson 3 Spelling Alternatives: Review /ee/ > ‘ee’ and ‘ea’

Primary Focus of Lesson

Language (Grammar)

Students will unscramble an interrogative sentence and a declarative sentence.

Foundational Skills

Students will read words with /e/ > ‘ee,’ /ee/ > ‘ea,’ and /ee/ > ‘e_e.’

Reading

Students will reread “The Milk” with a partner, and will close read the story by answering text dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text.

Students will write at least four sentences describing what Jane learned at the end of “The Milk.”

Formative Assessment

Activity Page 3.1: Write About the Story “The Milk”

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 2 - Lessons 1-22*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. .
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 3: The Ancient Greek Civilization

Stage 1-Desired Results

Unit Summary

Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.

Unit Goals

- Demonstrate understanding of key vocabulary
- Make predictions about what will happen in a text
- Draft a short opinion piece and a short fictional narrative
- Compare and contrast the way of life of two Greek city-states
- Determine the importance of various leaders and events of Ancient Greece
- Domain Assessment

Essential Questions:

- Why is it important to ask questions before, during, and after reading?
- How can asking myself questions help me better understand what I am reading?
- How do readers ask questions to show they are aware of the key details in a story?
- How can I as a writer express an opinion?
- How can I use evidence to support my opinion?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- How can I contribute to a shared research project?
- How can I gather information to answer a question?
- How can I verbally express key details from information?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

Enduring Understandings:

- Ancient Greek civilization contributed to many areas of our lives today.
- Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments.
- Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks.

NJSLS:

Knowledge:

Lesson 1:

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

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.

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.

Lesson 2:

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.

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

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

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

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.

Lesson 3:

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

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

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

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

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.

Lesson 4:

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

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

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.

Lesson 5:

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

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

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

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.

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

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.

Lesson 6:

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.

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

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.

Lesson 7:

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.

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

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

Lesson 8:

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

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

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and

planning to write about a topic.

Lesson 9:

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

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

Lesson 10:

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

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

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

Lesson 11:

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.

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

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

Lesson 12:

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.

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.

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.

Skills:

Unit 2 Lesson 4:

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

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.

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.

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

Unit 2 Lesson 5:

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

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.

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.

Unit 2 Lesson 6:

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

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

Unit 2 Lesson 7:

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

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

Unit 2 Lesson 8:

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

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

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

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

Unit 2 Lesson 9:

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

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

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

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

Unit 2 Lesson 10:

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

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.

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.

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

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

Unit 2 Lesson 11:

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

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.

Unit 2 Lesson 12:

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

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

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

Unit 2 Lesson 13:

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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

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

Unit 2 Lesson 14:

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

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

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.

Unit 2 Lesson 15:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

Unit 2 Lesson 16:

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.

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.

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: The Ancient Greeks

Primary Focus of the Lesson:

Speaking and Listening

Students will review the key components of a civilization and recount key details about the ancient Greek civilization.

Language

Students will demonstrate understanding of the prefix in- and the Tier 2 word independently.

Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

Formative Assessment

Activity Page 1.1: Ancient Greek Civilization Notebook Students will record information about jobs in the ancient Greek civilization.

Core Vocabulary: boundaries contributions independently rugged unique

Read Aloud: The Ancient Greeks

Lesson 2: Mount Olympus, Part I

Primary Focus of the Lesson:

Reading

Students will recount key details of the ancient Greek religion.

Language

Students will demonstrate understanding of the Tier 2 word summoned.

Writing

With assistance, students will use a graphic organizer to identify elements of the ancient Greek civilization.

Reading

Students will demonstrate an understanding of the characters and sequence of events in “Mount Olympus” by orally retelling the story using temporal words.

Formative Assessment

Exit Pass: Write or Draw About It Students will name and illustrate or write about one Greek god or goddess.

Core Vocabulary: delightfully longingly massive messenger summoned

Read Aloud Mount Olympus, Part I

Lesson 3: Mount Olympus, Part II

Primary Focus of the Lesson:

Reading

Students will recount key details of the ancient Greek religion.

Language

Students will demonstrate understanding of the Tier 2 word summoned.

Writing

With assistance, students will use a graphic organizer to identify elements of the ancient Greek civilization.

Reading

Students will demonstrate an understanding of the characters and sequence of events in “Mount Olympus” by orally retelling the story using temporal words.

Formative Assessment

Exit Pass: Write or Draw About It Students will name and illustrate or write about one Greek god or goddess.

Core Vocabulary: dedicate grove mission spectacle

Read Aloud: Mount Olympus, Part II

Lesson 4: The Olympic Games

Primary Focus of the Lesson:

Speaking and Listening

Students will recount key components of the ancient Greek civilization.

Students will describe the Olympic Games of ancient Greece and explain how they have influenced the present.

Language

Students will distinguish shades of meaning in adjectives describing size.

Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

Language

Students will understand and use the phrase “where there’s a will, there’s a way.”

Formative Assessment

Activity Page 1.1: Ancient Greek Civilization Notebook Students will record information about the ancient Greek civilization.

Core Vocabulary: compete determination grand sacred victory

Read Aloud The Olympic Games

Lesson 5: All for Sparta

Primary Focus of the Lesson:

Speaking and Listening

Students will explain what city-states in ancient Greek civilization were and why they developed.

Students will describe the city-state Sparta and analyze the Spartan way of life.

Language

Students will demonstrate understanding of the Tier 3 word Spartan.

Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

Language

Based on illustrations, students will generate interrogative, declarative, imperative, and exclamatory sentences.

Formative Assessment

Exit Pass: Describe Sparta Students will write one sentence describing the city-state Sparta.

Core Vocabulary: conquest council permanently self-discipline Spartan

Read Aloud All for Sparta

Lesson 6: Athens and the Olive Tree

Primary Focus of the Lesson:

Reading

Students will locate Athens on a map and explain why it is named after the goddess Athena.

Language

Students will demonstrate understanding of the Tier 2 word ideal.

Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

Formative Assessment

Activity Page 1.1: Ancient Greek Civilization Notebook Students will record information about contributions of the ancient Greek civilization.

Core Vocabulary: blessing ideal ignite overjoyed swiftly

Read Aloud Athens and the Olive Tree

Lesson 7: Athens: The Birthplace of Democracy

Primary Focus of the Lesson:

Reading

Students will describe the city-states Sparta and Athens.

Students will explain the origins of democracy.

Language

Students will demonstrate understanding of the Tier 3 word democracy.

Writing

Students will write a short paragraph to support an opinion.

Formative Assessment

Activity Page 7.1: Draft an Opinion: Which City-State? Students will draft an opinion about which city state they would have preferred to live in, Sparta or Athens, and provide supporting factual evidence.

Core Vocabulary: achieve architecture assembly debated democracy

Read Aloud Athens: The Birthplace of Democracy

Lesson 8: Marathon

Primary Focus of the Lesson:

Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

Speaking and Listening

Students will summarize the main events and explain the significance of the Battle of Marathon.

Language

Students will demonstrate an understanding of the Tier 2 word tribute.

Writing

Students will use a graphic organizer to plan a short paragraph summarizing events.

Formative Assessment

Activity Page 8.1: Somebody Wanted But So Then Students will use a graphic organizer to plan a short paragraph summarizing the events of the Battle of Marathon

Core Vocabulary: avoid marathon mercy purposely tribute

Read Aloud Marathon

Lesson 9: Thermopylae: The Persians Strike Again

Primary Focus of the Lesson:

Speaking and Listening

Students will summarize the main events and explain the significance of the Battle of Thermopylae.

Language

Students will distinguish shades of meaning in verbs describing preference.

Students will demonstrate an understanding of the multiple meaning Tier 3 word channel.

Formative Assessment

Exit Pass: Write or Draw About It Students will draw a picture or write a sentence describing “the last stand at Thermopylae.”

Core Vocabulary: channel defeating deserted fate prefer

Read Aloud: Thermopylae: The Persians Strike Again

Lesson 10: The Great Thinkers of Greece

Primary Focus of the Lesson:

Speaking and Listening

Students will analyze the contributions of Greek philosophers.

Language

Students will demonstrate an understanding of the Tier 2 word marvelous.

Writing

With assistance, students will use a graphic organizer to plan a fictional narrative.

Formative Assessment

Activity Page 10.1: Plan a Fictional Narrative Students will use a graphic organizer to plan a narrative by naming a character and describing what he/she might do in ancient Greece.

Core Vocabulary: affection astonishing marvelous philosopher proof

Read Aloud The Great Thinkers of Greece

Lesson 11: Alexander the Great, Part I

Primary Focus of the Lesson:

Reading

Students will recall why Socrates, Plato, and Aristotle are still remembered today.

Students will characterize the accomplishments of Alexander the Great.

Language

Students will demonstrate an understanding of the Tier 2 word tame.

Writing

With assistance, students will write a draft of a fictional narrative.

Formative Assessment

Activity Page 11.1: Draft a Fictional Narrative Students will draft a narrative paragraph with a character and information relevant to ancient Greece.

Core Vocabulary: ambitious devoted retreat tame

Read Aloud Alexander the Great, Part I

Lesson 12: Alexander the Great, Part II

Primary Focus of the Lesson:

Reading

Students will characterize the accomplishments of Alexander the Great.

Language

Students will demonstrate an understanding of the Tier 3 word invader.

Reading

Students will interpret information from a map.

Writing

With assistance, students will edit a fictional narrative.

Formative Assessment

Activity Page 12.2: Editing Checklist Students will use a checklist to edit their narrative paragraphs.

Core Vocabulary: attention flung invader proclaimed

Read Aloud Alexander the Great, Part II

Lesson 13: Knowledge 3 Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in The Ancient Greek Civilization. The results should guide review and remediation the following day.

Skills Unit 2 Lessons 4-16

Lesson 4 Review: Tricky Words and Quotation Marks

Primary Focus Objectives

Primary Focus of Lesson

Language (Grammar)

Students will match contractions with the words that make up that contraction.

Foundational Skills

Students will read the Tricky Words all and who.

Language (Grammar)

Students will recognize that quotation marks are used for dialogue in text, and will write quotation marks around dialogue in written sentences.

Reading

Students will read "The Jumping Frog" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 4.2: Story Questions "The Jumping Frog" (Group 2)

Observation: Discussion Questions "The Jumping Frog"

Lesson 5 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will correctly spell the Tricky Word you and words with the inflectional ending –ed.

Foundational Skills

Students will decode words with ‘oo’ > /oo/ or /oo/ and will read simple sentences containing words with these features.

Students will read the Tricky Words no, go, and so.

Reading

Students will read “The Frog Race” with purpose and understanding, and will answer oral literal questions about key details in the text.

Formative Assessment

Activity Page 5.1: Spelling Assessment

Activity Page 5.2: Tricky Spelling ‘oo’ > /oo/ and /oo/

Observation: Anecdotal Reading Record “The Frog Race” (Group 1)

Observation: Discussion Questions “The Frog Race”

Lesson 6 Writing: Plan a Fictional Narrative

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Words are, were, some.

Writing

Students will listen as the teacher rereads “The Milk” aloud, and will complete a graphic organizer in anticipation of rewriting the story.

Language (Spelling)

Students will add the inflectional ending –ing to the ends of root words, dropping the final ‘e’ where necessary.

Formative Assessment

Activity Page 6.1: Plan a Fictional Narrative

Lesson 7 Writing: Draft a Fictional Narrative

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will use the sound/spellings /ou/ > ‘ou’ and /ou/ > ‘ow,’ and will write dictated words that feature /ou/ > ‘ow.’

Writing

Students will use the planning template from the previous lesson to write a draft retelling of “The Milk” in paragraph format, being sure to form sentences that convey dialogue and use proper punctuation.

Formative Assessment

Exit Pass: Spelling Alternatives /ou/ > ‘ou’ and ‘ow

Lesson 8 Writing: Edit a Fictional Narrative

Primary Focus of Lesson

Foundational Skills

Students will review the sound/spellings /oi/ > ‘oi’ and /oi/ > ‘oy,’ and will identify these spellings in one- and two-syllable words.

Students will read and write one-syllable words with /oi/ > ‘oi,’ /ou/ > ‘ou,’ /oo/ > ‘oo,’ and /ie/ > ‘i_e.’

Writing

Students will complete the three-step writing process by using an editing checklist to edit a draft retelling of “The Milk.”

Formative Assessment

Activity Page 8.1: Editing Checklist

Lesson 9 Grammar: Commas and Quotation Marks

Primary Focus of Lesson

Language (Grammar)

Students will orally review the difference between dialogue and narration, and will use quotation marks to designate dialogue in written text.

Reading

Students will read “The Hare and the Hedgehog” with purpose and understanding, and will close read the story by answering text dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text.

Students will answer written multiple-choice questions about key details in “The Hare and the Hedgehog,” and will write at least three sentences detailing the plot of the story.

Formative Assessment

Observation: Anecdotal Reading Record “The Hare and the Hedgehog” (Group 1)

Activity Page 9.2: Story Questions “The Hare and the Hedgehog” (Group 2)

Lesson 10 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will read and write words with the inflectional ending –ing, and the Tricky Word were.

Foundational Skills

Students will read the Tricky Words they and their.

Students will read one- and two-syllable words with /er/ > ‘er,’ will read short sentences with words featuring /er/ > ‘er’ and circle the spellings, and will write sentences using words featuring /er/ > ‘er.’

Reading

Students will read “How the Hedgehog Tricked the Hare” with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Students will answer written multiple-choice questions about key details in “How the Hedgehog Tricked the Hare,” and will write short answers to questions about actions in the story.

Formative Assessment

Activity Page 10.1: Spelling Assessment

Activity Page 10.3: Basic Code Spelling /er/ > ‘er’

Activity Page 10.4: Story Questions “How the Hedgehog Tricked the Hare”

Observation: Discussion Questions “How the Hedgehog Tricked the Hare”

Lesson 11 Grammar: Quotation Marks and Contractions

Primary Focus of Lesson

Foundational Skills

Students will review the sound/spellings /or/ > ‘or’ and /ar/ > ‘ar,’ will read one-syllable words featuring these spellings, and will complete fill-in-the-blank sentences with words containing these features.

Language (Grammar)

Students will use commas and quotation marks to designate dialogue in written text; and will apply proper capitalization and punctuation in written sentences.

Language (Spelling)

Students will use an apostrophe to form contractions and will write the Tricky Word their.

Formative Assessment

Activity Page 11.1: Complete the Sentences /or/ and /ar/

Activity Page 11. 2: Quotation Marks

Lesson 12 Writing: Draft a Narrative Book Report

Primary Focus of Lesson

Writing

Students will use a planning template to write a draft book report about “The Hare and the Hedgehog,” specifying the title, characters, setting, and plot of the story.

Reading

Students will read “The Pancake, Part I” with purpose and understanding; will close read the story by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text; and will write three or four sentences explaining how they can tell the story is fiction.

Formative Assessment

Activity Page 12.1: Draft a Narrative Book Report

Observation: Anecdotal Reading Record “The Pancake, Part I”

Lesson 13 Writing: Edit a Narrative Book Report

Primary Focus of Lesson

Writing

Students will use an editing checklist to edit a peer’s book report about “The Hare and the Hedgehog,” and will make suggestions to the author for improving the draft.

Reading

Students will read “The Pancake, Part II” in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text; and will arrange sentence strips describing events from the story in sequential order.

Language (Grammar)

Students will learn the meaning of the word antonym and will produce antonyms in response to questions about characters from Bedtime Tales.

Formative Assessment

Activity Page 13.1: Editing Checklist

Activity Page 13. 2: Story Questions “The Pancake, Part II”

Lesson 14 Writing: Edit and Write a Final Copy

Primary Focus of Lesson

Foundational Skills

Students will work in pairs to review all of the vowel sounds by reading each of the sound/spellings aloud to each other.

Language (Grammar)

Students will review antonyms by matching words with their antonyms.

Writing

Students will edit their drafts of the book report on “The Hare and the Hedgehog,” and will produce a final copy of the reports by copying the edited draft on a clean sheet of paper.

Formative Assessment

Activity Page 14.1: Antonym Match

Writing: Final Narrative Book Report

Lesson 15 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell nine contractions and the Tricky Word their.

Reading

Students will read “The Panther” with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Students will complete fill-in-the-blank sentences describing events from “The Panther.”

Students will use a drafting template to write about their favorite tale from Bedtime Tales.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Observation: Anecdotal Reading Record “The Panther”

Observation: Discussion Questions “The Panther”

Activity Page 15.2: Story Questions “The Panther”

Activity Page 15.3: Quick Write Opinion

Lesson 16 Unit Assessment: Dictation Identification, Comprehension, and Fluency

Primary Focus of Lesson

Foundational Skills

Students will correctly identify dictated words in a list of similarly spelled words.

Reading

Students will read “The Cat and Mouse Keep House” independently and will answer written multiple-choice and short-answer questions about key details in the text.

Students will read “The Fox and the Cat” with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 16.1: Dictation Identification Assessment

Activity Page 16.2: Story Comprehension Assessment

Activity Page 16.3: Fluency Assessment

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 3- Lessons 1-16*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. .
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 4: Greek Myths

Stage 1-Desired Results

Unit Summary

Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.

Unit Goals

- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths
- Demonstrate understanding of key vocabulary
- Sequence story events and make predictions
- Plan, draft and edit a fictional narrative in the style of a Greek myth
- Collect and synthesize information with graphic organizers
- Domain Assessment

Essential Questions:

- How do I recount (retell) stories such as fables and folktales?
- How do I determine the central message or lesson (moral) in stories such as fables and folktales?
- How did the characters respond to major events in the story?
- What examples from the text describe how characters respond to challenges in the story?
- How do I know when a different character is speaking?
- How do the points of view of the characters differ?
- Why is it important to know how the main character is thinking and feeling in the story?
- How can I include details to express an event in order?
- How can answering questions from others help improve my writing?
- How can technology be used as a tool to write, publish, and/or collaborate?
- How can I gather information to answer a question?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

Enduring Understandings:

- Ancient Greeks worshiped many gods and goddesses.
- A myth is a fictional story, once thought to be true, that tried to explain mysteries of nature and humankind.
- References to Greek mythology are still culturally relevant today, and give students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.

NJSLS:

Knowledge

Lesson 1:

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.

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

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

Lesson 2:

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

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

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

Lesson 3:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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.

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

Lesson 4:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 5:

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

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.

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

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

Lesson 6:

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Lesson 7:

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

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

Lesson 8:

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

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

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

Lesson 9:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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.

Lesson 10:

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

meanings.

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

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

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

Skills:

Unit 3 Lesson 1:

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

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.

Unit 3 Lesson 2:

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.

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.

Unit 3 Lesson 3:

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.

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.

Unit 3 Lesson 4:

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.

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.

Unit 3 Lesson 5:

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.

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.

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

Unit 3 Lesson 6:

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.

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.

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

Unit 3 Lesson 7:

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.

Unit 3 Lesson 8:

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.

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.

Unit 3 Lesson 9:

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.

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.

Unit 3 Lesson 10:

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.

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.

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.

Unit 3 Lesson 11:

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.

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.

Unit 3 Lesson 12:

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

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: The Twelve Gods of Mount Olympus

Primary Focus of the Lesson:

Reading

Students will explain why the Greek myths are considered fiction.

Language

Students will demonstrate an understanding of the Tier 2 words spectators and participants.

Writing

Students will record key information about Zeus in a journal.

Formative Assessment

Activity Page 1.1: Greek Myths Journal Students will record key information about Zeus in their journals.

Core Vocabulary: glimpse sanctuary securely spectators tending

Read Aloud: The Twelve Gods of Mount Olympus

Lesson 2: Prometheus and Pandora

Primary Focus of the Lesson:

Speaking and Listening

Students will identify what “Prometheus and Pandora” tries to explain.

Language

Students will demonstrate understanding of the Tier 2 word amusing.

Reading

Students will sequence and retell the story of “Prometheus and Pandora.”

Students will record key information about a character’s point of view from the Greek myth “Prometheus and Pandora” in a journal.

Formative Assessment

Activity Page 2.2: Greek Myths Journal Students will record information about a character’s point of view from the Greek myth “Prometheus and Pandora” in their journal.

Core Vocabulary: amusing foresight hindsight ridiculous terrifying

Read Aloud: Prometheus and Pandora

Lesson 3: Demeter and Persephone

Primary Focus of the Lesson:

Reading

Students will explain the purpose of a myth and identify events myths explain.

Students will compare and contrast two Greek myths.

Language

Students will demonstrate an understanding of the Tier 2 word retrieve.

Students will demonstrate an understanding of the multiple meaning word pine.

Writing

Students will record key information about a character from the Greek myth “Demeter and Persephone” in a journal.

Formative Assessment

Activity Page 3.1: Greek Myths Journal Students will write two to three sentences about a character from the Greek myth “Prometheus and Pandora” in their journals.

Core Vocabulary: bountifully despair pine retrieve spirited

Read Aloud: Demeter and Persephone

Lesson 4: Arachne the Weaver

Primary Focus of the Lesson:

Reading

Students will evaluate what “Arachne the Weaver” explains about nature and the lesson it teaches.

Language

Students will demonstrate an understanding of the Tier 2 word flattered and generate related words.

Students will demonstrate an understanding of the word features.

Speaking and Listening

In a small group, students will illustrate one event from “Arachne the Weaver” to create a class summary.

Formative Assessment

Exit Pass: What’s the Lesson? Students will write about the lesson they believe Arachne learns in the myth.

Core Vocabulary: arachnids flattered stern superior

Read Aloud: Arachne the Weaver

Lesson 5: Theseus and the Minotaur

Primary Focus of the Lesson:

Speaking and Listening

Students will retell a myth using temporal and causal words.

Reading

Students will identify key information about Greek myths to be recorded in a graphic organizer.

Students will describe the main characters of a myth and explain the characters’ actions.

Language

Students will demonstrate an understanding of the Tier 2 word unraveling.

Reading

Students will identify key information about Greek myths to be recorded in a graphic organizer.

Formative Assessment

Activity Page 5.1: Sequencing Story Events Students will use temporal words to determine which events from “Theseus and the Minotaur” happened first.

Core Vocabulary: convinced labyrinth sneered unraveling vaulted

Read Aloud: Arachne the Weaver

Lesson 6: Daedalus and Icarus

Primary Focus of the Lesson:

Reading

Students will describe the main characters of a myth and explain the characters' actions.

Language

Students will demonstrate an understanding of the Tier 2 word proof.

Students will use adjectives to describe images.

Reading

Students will summarize a Greek myth in a journal.

Formative Assessment

Activity Pages 6.1, 6.2: Greek Myths Journal Students will record key information about a character from a Greek myth in their journals. They will also summarize the story of "Daedalus and Icarus."

Core Vocabulary: currents desperately plummeted proof sill

Read Aloud: Daedalus and Icarus

Lesson 7: Hercules

Primary Focus of the Lesson:

Reading

Students will analyze characters from Greek myths and describe their actions.

Language

Students will demonstrate understanding of the Tier 2 word aimlessly.

Writing

Students will use graphic organizers to plan writing their own myths.

Formative Assessment

Activity Page 7.2: Plan a Greek Myth Students will use graphic organizers to plan their own Greek myths.

Core Vocabulary: aimlessly commotion dreadful

Read Aloud: Hercules

Lesson 8: Other Adventures of Hercules

Primary Focus of the Lesson:

Reading

Students will use information from the text to make predictions about the events of a Greek myth.

Language

Students will demonstrate understanding of the Tier 2 word guidance.

Writing

Students will write a draft of a myth.

Formative Assessment

Activity Page 8.1: Draft a Greek Myth Students will write a draft of a myth.

Core Vocabulary: accurate guidance immeasurable reputation trample

Read Aloud: Other Adventures of Hercules

Lesson 9: Oedipus and the Riddle of the Sphinx

Primary Focus of the Lesson:

Core Vocabulary: encountering insisted posed

Read Aloud: Oedipus and the Riddle of the Sphinx

Lesson 10: Atalanta and the Golden Apples

Primary Focus of the Lesson:

Reading

Students will use details from a text to identify the central message of a myth.

Language

Students will demonstrate understanding of the Tier 2 words insisted, insistent, and insistently.

Writing

Students will edit a draft of their myths.

Formative Assessment

Activity Pages 8.1, 9.1: Edit a Greek Myth Students will edit the drafts of their myths.

Core Vocabulary: resist skilled terms tremendously

Read Aloud: Atalanta and the Golden Apples

Lesson 11: Knowledge 4 Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Greek Myths. The results should guide review and remediation the following day.

Skills Unit 3 Lessons 1-12

Lesson 1 Spelling Alternatives: The /ae/ Sound and Its Spellings

Primary Focus of Lesson

Foundational Skills

Students will orally provide six to eight words containing the /a/ sound, and will work as a class to produce words with the following sound/spellings: /ae/ > 'a_e,' 'a,' 'ai,' and 'ay.'

Students will sort words with the /a/ sound/spellings and words with /ae/ sound/ spellings on the class

Spelling Trees.

Students will read and review at least twenty previously taught Tricky Words.

Reading

Students will read "A Letter from the Publisher" with purpose and understanding, and will answer oral, literal and inferential questions about key details in the text.

Language

Students will practice spelling words with /er/ > ‘er,’ /or/ > ‘or,’ /ar/ > ‘ar,’ and the Tricky Word some.

Formative Assessment

Observation: Spelling Alternatives /ae/ and /a/

Observation: Discussion Questions “A Letter from the Publisher”

Lesson 2 Spelling Alternatives: Introduce /ae/ > ‘ai’ and ‘ay’

Primary Focus of Lesson

Foundational Skills

Students will distinguish between the /a/ and /ae/ sounds in oral one-syllable words and will point to the respective sounds on the Spelling Tree.

Students will read one-syllable words with /ae/ > ‘ai’ and ‘ay.’

Students will write one- and two-syllable words with /ae/ > ‘ai,’ ‘ay,’ and ‘a_e’ in sorted columns.

Reading

Students will read “The Spelling Bee” with purpose and understanding, will answer written short-answer and multiple-choice questions about the key details in the text, and will identify words in the text with /ae/ and /a/ sound/spellings.

Formative Assessment

Observation: Spelling Alternatives /ae/ and /a/

Activity Page 2.1: Word Sort /ae/ > ‘ai,’ ‘ay,’ and ‘a_e’

Observation: Anecdotal Reading Record “The Spelling Bee”

Activity Page 2.2: Story Questions “The Spelling Bee”

Lesson 3 Spelling Alternatives: Introduce /ae/ > ‘a’ and Tricky Spelling ‘a’

Primary Focus of Lesson

Foundational Skills

Students will compare and contrast one-syllable words with ‘a’ > /a/ with two-syllable words with ‘a’ > /ae/ and will review all the spellings taught for the sound /ae/.

Students will segment, blend, and spell one-syllable words with /ae/ > ‘ai,’ ‘ay,’ ‘a_e.’

Students will write one- and two-syllable words with /ae/ > ‘ai,’ ‘ay,’ ‘a_e,’ and ‘a,’ and ‘a’ > /a/ in sorted columns.

Reading

Students will read “And Then There Were Two” with purpose and understanding, will answer written short-answer questions about the story, and will answer oral, literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 3.1: Word Sort /ae/ and /a/

Observation: Anecdotal Reading Record “And Then There Were Two”

Activity Page 3.2: Story Questions “And Then There Were Two”

Observation: Discussion Questions “And Then There Were Two”

Lesson 4 Spelling Alternatives: Tricky Spelling ‘a’ > /a/ and /ae/

Primary Focus of Lesson

Foundational Skills

Students will review the sound/spellings /s/ > ‘c’ and ‘ce,’ and /j/ > ‘g’ and ‘ge.’

Students will read one- and two-syllable words with /ae/ > ‘a_e,’ ‘ai,’ ‘ay,’ and ‘a.’

Students will read two-syllable words with tricky spelling ‘a,’ will segment words with tricky spelling ‘a’ into syllables, and will complete fill-in-the-blank sentences with words featuring ‘a’ > /ae/ and /a/.

Reading

Students will read “Born to Spell?” with purpose and understanding, and will close read the text by answering text dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

Formative Assessment

Activity Page 4.1: Tricky Spelling ‘a’

Observation: Discussion Questions “Born to Spell?”

Activity Page 4.2: Compare and Contrast Venn Diagram

Lesson 5 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell and write one- and two-syllable words with the sound/spellings /er/ > ‘er,’ /ar/ > ‘ar,’ /or/ > ‘or,’ and the Tricky Word some.

Foundational Skills

Students will read words with /ae/ > ‘ai,’ ‘ay,’ ‘a_e,’ and ‘a,’ and will write words with those features to answer written questions.

Language (Spelling)

Students will orally spell one- and two-syllable words with /or/ > ‘or,’ /ar/ > ‘ar,’ /er/ > ‘er,’ and /ae/ > ‘ai,’ ‘ay,’ ‘a_e.’

Formative Assessment

Activity Page 5.1: Spelling Assessment

Activity Page 5.3: Spelling Alternatives /ae/ > ‘a_e,’ ‘a,’ ‘ai,’ ‘ay’

Lesson 6 Spelling Alternatives: The /oe/ Sound and Its Spellings

Primary Focus of Lesson

Foundational Skills

Students will provide words for sorted columns featuring /oe/ > ‘o_e,’ ‘o,’ ‘oe,’ and ‘oa,’ and will read words

with these features and attach them to the appropriate branch of the Spelling Tree.
Students will read and answer yes/no questions featuring words with /ae/ sound/ spellings, and will read pairs of words with /a/ and /ae/ spelling patterns and will determine if the spellings produce identical sounds.

Reading

Students will read “Miss Baker” with purpose and understanding, and will answer oral literal and evaluative questions about key details in the text.

Language (Spelling)

Students will spell words with tricky spellings ‘c’ > /k/ and /s/, and ‘g’ > /g/ and /j/ and the Tricky Word are.

Formative Assessment

Observation: Spelling Alternatives /oe/ and /o/

Activity Page 6.1, 6.2: Yes or No? / Same or Different?

Observation: Anecdotal Reading Record “Miss Baker”

Observation: Discussion Questions “Miss Baker”

Lesson 7 Spelling Alternatives: Review /oe/ > ‘oa’ and ‘oe’

Primary Focus of Lesson

Foundational Skills

Students will read one- and two-syllable words with the sound/spellings /oe/ > ‘oa’ and ‘oe,’ and will place the words on the appropriate branches of the spelling tree.

Students will segment, blend, and spell words with /oe/ > ‘oa’ and ‘o_e.’

Students will read and write words with /oe/ > ‘oa,’ ‘oe,’ and ‘o_e’ in sorted columns.

Language (Grammar)

Students will unscramble sentences and identify the nouns in each sentence.

Formative Assessment

Observation: Spelling Alternatives /oe/ > ‘oa’ and ‘oe’

Activity Page 7.1: Word Sort /oe/ > ‘oa,’ ‘oe,’ ‘o_e’

Activity Page 7.2: Noun Identification

Lesson 8 Spelling Alternatives: Tricky Spelling ‘o’ > /o/ and /oe/

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will hear and distinguish between oral words with the /o/ and /oe/ sounds.

Students will read one- and two-syllable words with the tricky spelling ‘o’ > /oe/ and will compare these words with words featuring ‘o’ > /o/.

Students will read and write words with /oe/ > ‘o,’ ‘oa,’ ‘oe,’ and ‘o_e’ in sorted columns.

Reading

Students will read “The Swimming Sisters” with purpose and understanding; will close read the text by answering text dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text; and will fill out a Venn diagram based on key details from the story.

Formative Assessment

Activity Page 8.1: Word Sort /oe/ > ‘o,’ ‘oa,’ ‘oe,’ ‘o_e’

Observation: Discussion Questions “The Swimming Sisters”

Activity Page 8.2: Compare and Contrast Venn Diagram

Lesson 9 Spelling Alternatives: Tricky Spelling ‘o’ > /o/ and /oe/

Primary Focus of Lesson

Foundational Skills

Students will review the sound/spellings /n/ > ‘kn,’ /r/ > ‘wr,’ and /w/ > ‘wh.’

Students will read one- and two-syllable words with /oe/ > ‘oa,’ ‘oe,’ ‘o_e,’ and ‘o.’

Students will read two-syllable words with tricky spelling ‘o’ > /oe/ and /o/ and will sound the words out to determine the correct pronunciation.

Reading

Students will read “Val’s Training” with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 9.1: Tricky Spelling ‘o’

Observation: Anecdotal Reading Record “Val’s Training” (Group 1)

Observation: Discussion Questions “Val’s Training

Lesson 10 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell and write one- and two-syllable words with the tricky spellings ‘c’ > /k/ and /s/ and ‘g’ > /g/ and /j/ and the Tricky Word are.

Foundational Skills

Students will answer written questions with words that feature /oe/ > ‘o_e,’ ‘o,’ ‘oa,’ and ‘oe.’

Reading

Students will read “Kim’s Training” with purpose and understanding, and will answer literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 10.1: Spelling Assessment

Activity Page 10.3: Spelling Alternatives /oe/ > ‘o_e,’ ‘o,’ ‘oa,’ ‘oe’

Observation: Anecdotal Reading Record “Kim’s Training” (Group 2)

Observation: Discussion Questions “Kim’s Training”

Lesson 11 Spelling Alternatives: The /ie/ Sound and Its Spellings

Primary Focus of Lesson

Foundational Skills

Students will provide words with /ie/ > ‘i_e,’ ‘i,’ and ‘ie,’ and will read the words in sorted columns.

Students will read words with /ie/ > ‘i_e,’ ‘i,’ and ‘ie,’ and will add the words to the /ie/ Spelling Tree.

Students will complete fill-in-the-blank sentences with two- or three-syllable words featuring /ie/ and /oe/ spellings, using the sentence content as a clue to word selection.

Reading

Students will read “The Big Race” in pairs, and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

Language (Spelling)

Students will read words with /n/ > ‘kn,’ /r/ > ‘wr,’ /w/ > ‘wh,’ /qu/ > ‘qu,’ the suffixes –ing and –ed, and the Tricky Word all.

Formative Assessment

Observation: Spelling Alternatives /i/ and /ie/

Activity Page 11.1, 11.2: Fill in the Blank /ie/ and /oe/

Observation: Discussion Questions “The Big Race”

Activity Page 11.3: Sequence Events

Lesson 12 Spelling Alternatives and Grammar: Review /ie/ and Common and Proper Nouns

Primary Focus of Lesson

Foundational Skills

Students will identify the /i/ and /ie/ sound in oral words.

Students will review the sound/spellings /ie/ > ‘ie’ and ‘i,’ and will read and compare one- and two-syllable words featuring /ie/ spellings.

Language (Grammar)

Students will distinguish between common and proper nouns in word pairs, and will identify both types of nouns in short written sentences.

Formative Assessment

Observation: Spelling Alternatives /ie/ and /oe/

Activity Page 12.1: Common and Proper Nouns

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 4- Lessons 1-12*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus

- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 5: War of 1812

Stage 1-Desired Results

Unit Summary

Students are introduced to major figures and events in the War of 1812, sometimes called America's second war for independence. Students learn about James and Dolley Madison, "Old Ironsides," "The Star-Spangled Banner," the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.

Unit Goals

- Demonstrate understanding of key vocabulary
- Plan, write, and present a persuasive speech
- Create a Picture Gallery of important people and events connected with the War of 1812
- Deepen comprehension and cite evidence from the text
- Domain Assessment

Essential Questions:

- How can asking and answering questions help me understand the text?
- How can question stems help me demonstrate understanding of the text?
- Why is identifying the main topic from the text important?
- Why is being able to identify the main topic an important skill for readers?
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- Why do authors provide reasons in their text?
- How do reasons support specific points?
- How can I compare two texts on the same topic?
- Why is it important to use more than one text on a topic?
- How do writers express an opinion?
- How can I use evidence to support my opinion?
- How can I use facts to write an informational piece?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

Enduring Understandings:

- The War of 1812 is best remembered as the war that gave birth to "The Star-Spangled Banner."
- It is often called America's second war for independence.
- The United States was greatly affected by the Napoleonic Wars between France and Great Britain.
- This domain builds the foundation for learning about westward expansion, the U.S. Civil War, and immigration later this year.

NJSLS

Knowledge

Lesson 1:

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

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.

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

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

Lesson 2:

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

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.

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

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

Lesson 3:

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.

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

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

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.

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

Lesson 4:

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 5:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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.

Lesson 6:

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

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.

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

Lesson 7:

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 8:

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

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

RI.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

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.

Skills

Unit 3 Lesson 13:

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.

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.

Unit 3 Lesson 14:

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

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

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

Unit 3 Lesson 15:

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

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.

Unit 3 Lesson 16:

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.

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.

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

Unit 3 Lesson 17:

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

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.

Unit 3 Lesson 18:

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.

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.

Unit 3 Lesson 19:

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.

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.

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

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

Unit 3 Lesson 20:

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.

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.

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

Unit 3 Lesson 21:

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.

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

Unit 3 Lesson 22:

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

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

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.

Unit 3 Lesson 23:

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

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.

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

Unit 3 Lesson 24:

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.

Unit 3 Lesson 25:

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.

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.

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.

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: America in 1812, Part I

Primary Focus of the Lesson:

Speaking and Listening

Students will review important events in American history that occurred prior to the War of 1812.

Reading

Students will explain how the war between France and Great Britain affected the new United States.

Language

Students will demonstrate an understanding of the Tier 2 word represent.

Writing

Students will create a portrait and write information about themselves.

Formative Assessment

Exit Pass: Writing Students will describe how the war between France and Great Britain affected the United States in the early 1800s.

Activity Page 1.1: Writing Students will create a portrait and write information about themselves.

Core Vocabulary: blockaded represent seize trade

Read Aloud: America in 1812, Part I

Lesson 2: America in 1812, Part II

Primary Focus of the Lesson:

Speaking and Listening

Students will review some of the causes of the War of 1812.

Reading

Students will identify additional causes of the War of 1812 explained in “America in 1812, Part II.”

Language

Students will demonstrate an understanding of the Tier 2 word patience.

Writing

In small groups, students will prepare a persuasive speech.

Formative Assessment

Exit Pass: Writing Students will identify and describe an event that led to the War of 1812.

Activity Page 2.3: Writing In small groups, students will prepare a persuasive speech.

Core Vocabulary: abandon committee patience suspicious treaty

Read Aloud: America in 1812, Part II

Lesson 3: Mr. and Mrs. Madison

Primary Focus of the Lesson:

Speaking and Listening

Students will review the causes of the War of 1812.

Reading

Students will describe the connection between James and Dolley Madison and what was happening in the United States in 1812.

Language

Students will demonstrate an understanding of the Tier 2 word magnificent.

Students will generate words using the suffixes –ful and –less.

Writing

In small groups, students will write persuasive speeches either for or against going to war in 1812.

Formative Assessment

Exit Pass: Writing Students will describe important roles played by James and Dolley Madison in the United States in 1812.

Activity Page 3.1: Persuasive Speech Students will write persuasive speeches either for or against going to war in 1812.

Core Vocabulary: citizen govern looming magnificent topics

Read Aloud: Mr. and Mrs. Madison

Lesson 4: Another War Already?

Primary Focus of the Lesson:

Reading

Students will record information from “Mr. and Mrs. Madison” on a T-Chart.

Students will explain the importance of waterways in the War of 1812.

Language

Students will demonstrate an understanding of the Tier 2 word economy.

Speaking and Listening

Students will present a persuasive speech.

Formative Assessment

Activity Page 3.1: Persuasive Speech Students will write and present a persuasive speech, arguing either in favor of going to war or against going to war.

Activity Page 4.1: Complete a T-Chart Students will record information from “Mr. and Mrs. Madison” on a

T-Chart.

Core Vocabulary: assumptions economy launch surrender vulnerable

Read Aloud: Another War Already?

Lesson 5: The Attack on Washington, D.C.

Primary Focus of the Lesson:

Speaking and Listening

Students will explain how the United States benefited from its greater familiarity with its waterways during the War of 1812.

Reading

Students will identify the main topic of “The Attack on Washington, D.C.”

Language

Students will demonstrate an understanding of the Tier 2 word quench.

Reading

Students will sequence events from the War of 1812 using time order words (first, next, then, last).

Formative Assessment

Activity Page 5.1: What Happened When? Students will sequence events from the War of 1812 using time order words (first, next, then, last).

Core Vocabulary: canvas delicate perched quench

Read Aloud: The Attack on Washington, D.C.

Lesson 6: Broad Stripes and Bright Stars

Primary Focus of the Lesson:

Speaking and Listening

Students will summarize the events involved in the British attack on Washington, D.C., in 1814.

Reading

Students will explain the origins of “The Star-Spangled Banner.”

Language

Students will demonstrate an understanding of the Tier 2 word inspired.

Reading

Students will sequence the events from the Battle of Baltimore using time order words (first, next, then, last).

Formative Assessment

Activity Page 6.1: What Happened When? Students will sequence the events from the Battle of Baltimore using time order words (first, next, then, last).

Core Vocabulary: confident fort inspired port withdrew

Read Aloud: Broad Stripes and Bright Stars

Lesson 7: The Battle After the War

Primary Focus of the Lesson:

Speaking and Listening

Students will summarize the events of the Battle of Baltimore.

Reading

Students will explain why the War of 1812 is often called America's second war for independence.

Language

Students will demonstrate an understanding of the Tier 2 word astonished.

Speaking and Listening

Students will listen to a recording of "The Battle of New Orleans" and summarize its key ideas.

Formative Assessment

Exit Pass: Writing Students will explain why the War of 1812 is often America's second war for independence

Core Vocabulary: astonished retreated strategically truce

Read Aloud: The Battle After the War

Lesson 8: Peace and Pirates

Primary Focus of the Lesson:

Speaking and Listening

Students will review the role Andrew Jackson played in the War of 1812.

Reading

Students will explain the connection between privateers and the War of 1812.

Language

Students will demonstrate an understanding of the Tier 2 words dejected and jubilant.

Writing

In small groups, students will research basic information about people and events from the War of 1812.

Formative Assessment

Exit Pass: Writing Students will explain the role privateers played in the War of 1812.

Core Vocabulary: ancestors dejected jubilant navigator patriots

Read Aloud: Peace and Pirates

Lesson 9: Knowledge 5 Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in The War of 1812. The results should guide review and remediation the following day.

Skills Unit 3 Lessons 13-25

Lesson 13 Spelling Alternatives: Tricky Spelling 'i' > /i/ and /ie/

Primary Focus of Lesson

Foundational Skills

Students will distinguish words with long and short vowel sounds in one-syllable words.

Students will identify and decode one- and two-syllable words with long and short vowel sounds.

Students will identify and spell one- and two-syllable words with /ie/ > 'i_e,' 'ie,' 'i.'

Reading

Students will read "The Big Race" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will ask and answer questions about key details in the text.

Formative Assessment

Activity Page 13.2: Sound/Spellings /ie/ > 'i_e,' 'ie,' 'I'

Observation: Anecdotal Reading Record "The Big Race"

Activity Page 13.3: Story Questions "The Big Race"

Lesson 14 Grammar: Capitalization and Punctuation

Primary Focus of Lesson

Language (Grammar)

Students will put scrambled sentences in the correct order, and will identify common and proper nouns in those sentences.

Students will apply correct capitalization to the first word in a sentence, proper nouns, and I, and will also add correct punctuation to the end of a sentence.

Reading

Students will read "The Soccer Twins, Part I" with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 14.1: Capitalization and Punctuation

Observation: Anecdotal Reading Record “The Soccer Twins, Part I”

Observation: Discussion Questions “The Soccer Twins, Part I”

Lesson 15 Assessment: Spelling and Mid-Point Dictation Identification

Primary Focus of Lesson

Language (Spelling)

Students will spell and write one- and two-syllable words with the sound/spellings /n/ > ‘kn,’ /r/ > ‘wr,’ /w/ > ‘wh,’ /qu/ > ‘qu,’ and the Tricky Word all.

Language (Grammar)

Students will convert singular nouns to plural nouns by identifying consistent spelling patterns for words ending in ‘sh,’ ‘ch,’ ‘s,’ and ‘x.’

Foundational Skills

Students will hear dictated words with the /ae/, /oe/, and /ie/ sounds and will circle the words heard on a printed word list.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Activity Page 15.2: Noun Identification Plural Nouns

Activity Page 15.3: Mid-Point Dictation Identification Assessment /ae/, /oe/, and /ie/

Lesson 16 Spelling Alternatives: The /ue/ Sound and Its Spellings

Primary Focus of Lesson

Foundational Skills

Students will provide words with the /ue/ sounds, and will read words with /ue/ > ‘u_e,’ ‘ue,’ and ‘u.’

Reading

Students will read “The Soccer Twins, Part II” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text.

Language (Spelling)

Students will read and spell words with various long-vowel patterns and r-controlled vowels, and will provide and spell antonyms for those words.

Formative Assessment

Activity Page 16.1: Fill in the Blank /ue/ > ‘u_e’

Observation: Anecdotal Reading Record “The Soccer Twins, Part II”

Observation: Discussion Questions “The Soccer Twins, Part II”

Lesson 17 Spelling Alternatives: Review /ue/ > ‘u_e’, ‘u’, and ‘ue’

Primary Focus of Lesson

Foundational Skills

Students will read one- and two-syllable words with /ue/ > ‘u_e,’ ‘u,’ and ‘ue.’

Language

Students will provide both synonyms and antonyms for oral words, and will identify oral word pairs as being either synonyms or antonyms.

Students will identify spoken or written words as being either singular or plural nouns, and will add the appropriate inflectional endings –s and –es to the end of words to form plural nouns.

Formative Assessment

Activity Page 17.1: Fill in the Blank /ue/> ‘u,’ ‘ue’

Activity Page 17.2, 17.3: Singular and Plural Nouns

Lesson 18 Spelling Alternatives: Review /ue/ > ‘u_e,’ ‘u,’ and ‘ue’

Primary Focus of Lesson

Foundational Skills

Students will read words with /ue/ > ‘u_e,’ ‘u,’ and ‘ue,’ and will use these words to answer written questions.

Reading

Students will read “Jump!” in pairs with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will answer oral literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 18.2: Sound/Spellings /ue/ > ‘u_e,’ ‘ue,’ ‘u’

Observation: Anecdotal Reading Record “Jump!”

Activity Page 18.3: Story Questions “Jump!”

Observation: Discussion Questions “Jump!”

Lesson 19 Spelling Alternatives: Introduce /aw/ > ‘aw’ and ‘au’

Primary Focus of Lesson

Foundational Skills

Students will discriminate the /a/, /ae/, and /aw/ sounds in spoken words.

Students will read one- and two-syllable words with /aw/ > ‘aw’ and ‘au,’ and will complete a crossword puzzle using words with these features.

Reading

Students will read “Jump!” in pairs; will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text; and will write five adjectives describing a character.

Formative Assessment

Activity Page 19.1: Spelling Alternatives /aw/ > ‘aw’ and ‘au’

Observation: Discussion Questions “Jump!”

Activity Page 19.2: Character Description Adjectives

Lesson 20 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will respond to oral words by writing their antonyms, will write a dictated sentence and check the spelling after reading the words on the board.

Foundational Skills

Students will read one- and two-syllable words with the sound/spelling /aw/ > ‘augh,’ and will add words to the /aw/ Spelling Tree that feature /aw/ > ‘aw,’ ‘au,’ and ‘augh.’

Reading

Students will read “The Dispute” in pairs, will close read the text by answering text dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text, and will write a five-sentence profile of one of the team members in Kids Excel.

Formative Assessment

Activity Page 20.1: Spelling Assessment

Observation: Spelling Alternatives /aw/

Observation: Discussion Questions “The Dispute”

Activity Page 20.2: Quick Write Character Profile

Lesson 21 Writing: Elements of a Personal Narrative

Primary Focus of Lesson

Foundational Skills

Students will read one- and two-syllable words with the sound/spellings /aw/ > ‘au,’ ‘augh,’ and ‘aw,’ and will answer written yes/no questions featuring words with these features.

Writing

Students will follow along as the teacher reads the personal narrative “The Big Storm,” will read a Five W's graphic explaining the elements of a good personal narrative, and will fill out a story map summarizing the story.

Formative Assessment

Activity Page 21.1: Yes or No? /aw/ > ‘au,’ ‘augh,’ ‘aw’

Lesson 22 Writing: Plan and Draft a Personal Narrative

Primary Focus of Lesson

Language (Grammar)

Students will identify action verbs in oral and written sentences.

Writing

Students will use a planning template and the Five W's graphic to plan a personal narrative as a class, and will orally provide ideas to transform the information in the chart into complete sentences.

Formative Assessment

Activity Page 22.1: Nouns and Action Verbs

Lesson 23 Writing: Plan and Draft a Personal Narrative

Primary Focus of Lesson

Language (Grammar)

Students will identify nouns and verbs in oral sentences, and will identify verbs in written word lists.

Writing

Students will complete a planning template for their personal narrative, will reference the Five W's graphic to confirm that they have answered all the questions (who, what, where, when, why) in completing the planning template, and will write a draft of their personal narrative.

Formative Assessment

Activity Page 23.1: Action Verbs

Activity Page 23.2: Plan Personal Narrative

Lesson 24 Writing: Edit a Personal Narrative

Primary Focus of Lesson

Writing

Students will use an editing checklist to review their personal narratives, working in pairs to edit and revise their own as well as a peer's writing.

Formative Assessment

Activity Page 24.1: Editing Checklist

Lesson 25 Unit Assessment: Dictation Identification, Reading Comprehension, and Grammar

Primary Focus of Lesson

Foundational Skills

Students will listen to dictated words featuring the /ae/, /ie/, /oe/, /ue/, and /aw/ sounds, and will select the words from lists of words with similar spellings.

Reading

Students will read "The Splash Artist" independently, will answer written multiple-choice questions about key details in the text, and will reread stories from Kids Excel.

Language (Grammar)

Students will label written words as either nouns or verbs, will underline the verbs in written word lists, and will complete fill-in-the-blank sentences with words featuring the inflectional endings –s and –es.

Formative Assessment

Activity Page 25.1: Dictation Identification Assessment

Activity Page 25.2: Reading Comprehension Assessment

Activity Page 25.3: Grammar Assessment

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 5 - Lessons 1-25*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. Understanding the past helps to make sense of the present.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Science

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
-

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 6: Cycles in Nature

Stage 1-Desired Results

Unit Summary

Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.

Unit Goals

- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note taking tools
- Participate in a shared research project by recording observations on scientific phenomena
- Write an informational paragraph summarizing the life cycle of a frog
- Domain Assessment

Essential Questions:

- How can making connections help understand informational text?
- How do you describe the connection between two events?
- What is the main purpose of the text?
- How can I use facts to write an informational piece?
- How can I include details to express an event in order?
- What strategies can help me determine the meaning of unknown words?

Enduring Understandings:

- Nature has many natural cycles that make life on Earth possible.
- Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles.
- Natural cycles are interconnected, and a change in one cycle often affects the cycles of many

NJSLS

Knowledge

Lesson1:

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

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.

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

Lesson2:

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

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.

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

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.

Lesson 3:

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.

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

a text.

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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.

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

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

Lesson 9:

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

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.

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

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

Skills

Unit 4 Lesson 1:

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

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

Unit 4 Lesson 2:

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.

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.

Unit 4 Lesson 3:

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.

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.

Unit 4 Lesson 4:

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.

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.

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

Unit 4 Lesson 5:

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Unit 4 Lesson 6:

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

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.

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.

Unit 4 Lesson 7:

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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Unit 4 Lesson 8:

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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

Unit 4 Lesson 9:

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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

Unit 4 Lesson 10:

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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

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

Unit 4 Lesson 11:

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.

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.

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.

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

Unit 4 Lesson 12:

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

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

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

Unit 4 Lesson 13:

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

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

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

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: The Cycle of Daytime and Nighttime

Primary Focus of the Lesson:

Speaking and Listening

Students will provide examples of cycles.

Reading

Students will explain how the rotation of the earth causes daytime and nighttime.

Language

Students will demonstrate an understanding of the Tier 2 word stage.

Reading

Students will observe and describe how the rotation of the earth causes daytime and nighttime.

Formative Assessment

Activity Page 1.1: Earth's Rotation Students will determine how the rotation of the earth causes daytime and nighttime.

Core Vocabulary: axis cycle rotating stage thrive

Read Aloud: The Cycle of Daytime and Nighttime

Lesson 2: The Reasons for Seasons

Primary Focus of the Lesson:

Language

Students will demonstrate an understanding of the words rotation and revolution as they apply to the

movement of Earth.

Reading

Students will explain how the tilt of the earth affects the northern seasons.

Language

Students will demonstrate an understanding of the Tier 2 word tilt.

Speaking and Listening

Students will observe and describe how the revolution and tilt of the earth cause seasons.

Reading

Students will describe how a poet's use of rhyme adds to the meaning of a poem.

Formative Assessment

Activity Page 2.1: Seasons Students will demonstrate an understanding of how the tilt of the earth affects the northern seasons.

Core Vocabulary: equator hemisphere revolves tilt

Read Aloud: The Reasons for Seasons

Lesson 3: Four Seasons in One Year

Primary Focus of the Lesson:

Reading

With assistance, students will use a graphic organizer to analyze the four seasons.

Students will describe how the seasons in the Northern Hemisphere affect plants and animals.

Language

Students will demonstrate an understanding of the Tier 2 word adapt.

Students will identify and generate compound words.

Reading

With assistance, students will use a graphic organizer to analyze the four seasons.

Formative Assessment

Exit Pass: Compound Words Students will draw a picture of a compound word and its root words and then write a sentence using the compound word.

Core Vocabulary: absorbed adapt migrate minimum photosynthesis

Read Aloud: Four Seasons in One Year

Lesson 4: The Life Cycle of a Plant

Primary Focus of the Lesson:

Speaking and Listening

Students will review how the earth's revolution and tilt cause the four seasons.

Reading

Students will describe the life cycle of a flowering plant.

Language

Students will demonstrate an understanding of the Tier 2 word protective.

Writing

Students will sequence and write a summary of the life cycle of a flowering plant.

Formative Assessment

Activity Page 4.1: Flowering Plant Life Cycle Students will sequence and write a summary of the life cycle of a flowering plant.

Core Vocabulary: attracted emerge pollinators protective reproduce

Read Aloud: The Life Cycle of a Plant

Lesson 5: The Life Cycle of Trees

Primary Focus of the Lesson:

Primary Focus Objectives

Primary Focus of Lesson

Speaking and Listening:

Students will describe the life cycle of plants, including trees.

Reading

Students will describe the life cycle of a tree and explain why trees are important to life on earth.

Language

Students will demonstrate an understanding of the Tier 3 word germination.

Writing

Students will record information about the tree life cycle and explain why trees are important to humans.

Formative Assessment

Activity Page 5.1: I Am a Tree Students will record information about the tree life cycle and explain why trees are important to humans.

Core Vocabulary: decomposers dependent flexible germination mature

Read Aloud: The Life Cycle of Trees

Lesson 6: Which Came First, the Chicken or the Egg?

Primary Focus of the Lesson:

Speaking and Listening

Students will present information about the tree life cycle and explain why trees are important to humans.

Reading

Students will describe the life cycle of a chicken.

Language

Students will demonstrate an understanding of the Tier 2 word replenished.

Writing

In collaboration with peers, students will write and illustrate key information about the life cycle of a chicken.

Formative Assessment

Exit Pass: Interactive Illustrations Students will write and illustrate key information about the life cycle of a chicken.

Core Vocabulary: albumen embryo fertilize replenished yolk

Read Aloud: Which Came First, the Chicken or the Egg?

Lesson 7: The Life Cycle of a Frog

Primary Focus of the Lesson:

Speaking and Listening

Students will review various cycles in nature.

Reading

Students will explain the process of metamorphosis in the life cycle of a frog.

Language

Students will demonstrate an understanding of the Tier 2 word burrow.

Writing

Students will write a short paragraph describing the life cycle of a frog.

Formative Assessment

Activity Page 7.1: Write an Informational Paragraph Students will write a short paragraph describing the life cycle of a frog.

Core Vocabulary: amphibian burrow gills lungs metamorphosis

Read Aloud: The Life Cycle of a Frog

Lesson 8: The Life Cycle of a Butterfly

Primary Focus of the Lesson:

Primary Focus Objectives

Primary Focus of Lesson

Speaking and Listening

Students will review what a cycle in nature is.

Reading

Students will explain the role of metamorphosis in the life cycle of a butterfly.

Language

Students will demonstrate an understanding of the Tier 2 word transparent.

Reading

Students will sequence and write a summary of the stages in the life cycle of a butterfly.

Formative Assessment

Activity Page 8.1: Sequencing and Summarizing the Life Cycle of a Butterfly Students will sequence and write a summary of the stages in the life cycle of a butterfly.

Core Vocabulary: larva molt transparent

Read Aloud: The Life Cycle of a Butterfly

Lesson 9: The Water Cycle

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the three states of water.

Reading

Students will describe the water cycle.

Language

Students will demonstrate an understanding of the Tier 3 word precipitation.

Writing

Students will act out, observe, and write about the water cycle.

Formative Assessment

Exit Pass: Summarize the Water Cycle Students will summarize the water cycle.

Core Vocabulary: condensation evaporation humidity precipitation recycled

Read Aloud: The Water Cycle

Lesson 10: Knowledge 6 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and core content targeted in Cycles in Nature. The results should guide review and remediation the following day.

Skills Unit 4 Lessons 1-12

Lesson 1 Spelling Alternatives: Introduce /er/ > ‘er’, ‘ir’, and ‘ur’

Primary Focus of Lesson

Foundational Skills

Students will orally produce words with the /er/ sound, will read words with /er/ > ‘er,’ ‘ur,’ and ‘ir,’ and will answer yes/no questions featuring words with /er/ sound/spellings.

Students will read the Tricky Word all in a chain with consonants added to the beginning of the word and will read previously taught Tricky Words and high-frequency words.

Language (Spelling)

Students will read and spell words with the sound/spellings /aw/ > ‘aw’ and ‘au,’ and /oi/ > ‘oi’ and ‘oy.’

Lesson 2 Spelling Alternatives: Review /er/ > ‘er’, ‘ir’, and ‘ur’

Primary Focus of Lesson

Language (Grammar)

Students will indicate whether a spoken word is a common or proper noun.

Foundational Skills

Students will review /er/ > ‘er,’ ‘ur,’ and ‘ir’ and will read one- and two-syllable words featuring previously taught vowel sound/spellings, circling the letters that produce the vowel sound.

Reading

Students will independently read the story “Morning” with purpose and understanding and will answer oral, literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 2.1: Same or Different? ‘ar,’ ‘or,’ ‘er,’ ‘ir,’ ‘ur’

Observation: Discussion Questions “Morning”

Lesson 3 Spelling Alternative: Introduce /i/ > ‘y’

Primary Focus of Lesson

Language (Grammar)

Students will read singular nouns and orally indicate whether to add the inflectional ending —s or —es to

form the plural version of the noun.

Foundational Skills

Students will learn the sound/spelling /i/ > ‘y,’ and will read one- and two-syllable words with /i/ > ‘y,’ and /i/ > ‘i.’

Students will read word pairs featuring /y/ > ‘y’ and /i/ > ‘y,’ and will determine whether or not ‘y’ is making the same sound in both words.

Reading

Students will partner read “Brooklyn” with purpose and understanding, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Observation: Anecdotal Reading Record “Brooklyn”

Observation: Discussion Questions “Brooklyn”

Lesson 4 Review: Tricky Spelling ‘i’

Primary Focus of Lesson

Language (Grammar)

Students will read simple decodable phrases, identify the action verbs, and demonstrate understanding by acting out the phrases.

Foundational Skills

Students will review the sound/spellings /ie/ > ‘i,’ ‘ie,’ and ‘i’ and will break two-syllable words into individual syllables to determine whether ‘i’ makes the /i/ sound or the /ie/ sound.

Students will read words with ‘i’ spellings, and will complete fill-in-the-blank sentences using these words.

Reading

Students will read “Drummer’s Grove” in pairs and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and difficult passages from the text.

Formative Assessment

Observation: Anecdotal Reading Record “Drummer’s Grove”

Writing Response: Close Reading Questions “Drummer’s Grove”

Lesson 5 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated words featuring /aw/ > ‘au’ and ‘aw’ /oi/ > ‘oi’ and ‘oy.’

Foundational Skills

Students will review the sound/spellings /ie/ > ‘i_e,’ ‘ie,’ and ‘i’ and will read words with /ie/ > ‘igh.’

Language (Grammar)

Students will read words with /ie/ > ‘igh’ and will use those words and their understanding of synonyms and antonyms to complete fill-in-the-blank sentences.

Reading

Students will partner read “Dwight’s Lights” with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Activity Page 5.1: Spelling Assessment

Activity Page 5.2: Synonyms and Antonyms

Observation: Anecdotal Reading Record “Dwight’s Lights”

Activity Page 5.3: Story Questions “Dwight’s Lights”

Observation: Discussion Questions “Dwight’s Lights”

Lesson 6 Tricky Spelling: Introduce ‘y’ > /y/, /i/, or /ie/

Primary Focus of Lesson

Foundational Skills

Students will read words with ‘y’ > /ie/, /i/, and /y/.

Students will recognize that ‘y’ can also make the /ie/ sound and identify words with ‘y’ as /ie/.

Language (Spelling)

Students will write the inflectional endings –s and –es to singular nouns to form plural nouns and will change ‘y’ to ‘i’ when adding –es to the ends of nouns or verbs.

Reading

Students will read “The Gym” with purpose and understanding and will answer literal and inferential questions about key details in the text.

Language (Spelling)

Students will spell words with /ar/ > ‘ar,’ /or/ > ‘or,’ and /er/ > ‘er,’ ‘ir,’ and ‘ur.’

Formative Assessment

Activity Page 6.1: Fill in the Blank Change ‘y’ to ‘i’

Observation: Anecdotal Reading Record “The Gym”

Observation: Discussion Questions “The Gym”

Lesson 7 Grammar: Plural Nouns and Apostrophe-‘s’

Primary Focus of Lesson

Language (Grammar)

Students will write the correct singular or irregularly formed plural nouns in fill-in-the-blank sentences and will indicate whether printed words are singular or plural.

Reading

Students will read “The Corner Market” with purpose and understanding and will answer literal and inferential questions about key details in the text.

Language (Grammar)

Students will write simple phrases, adding 's to proper nouns to indicate possession.

Formative Assessment

Observation: Discussion Questions “The Corner Market”

Activity Page 7.2: Show Possession Using 's

Lesson 8 Tricky Spelling: Review ‘o’ > /o/ or /oe/

Primary Focus of Lesson

Language (Grammar)

Students will read short sentences, identify the action verbs, and will act out the actions described.

Foundational Skills

Students will read multisyllabic words with ‘o’ > /o/ and ‘o’ > /oe/ and will complete fill-in-the-blank sentences with words featuring ‘o’ > /oe/.

Reading

Students will read “The Diner” with purpose and understanding, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text, and will write a summary of what Kurt learned about diners in the story.

Students will answer who and what questions to show their understanding of key details in “The Diner.”

Formative Assessment

Observation: Anecdotal Reading Record “The Diner”

Lesson 9 Tricky Spelling: Introduce ‘ow’ > /oe/ or /ou/

Primary Focus of Lesson

Language (Grammar)

Students will read short sentences, will identify nouns and action verbs, and will orally provide proper nouns to replace the common nouns in those sentences.

Foundational Skills

Students will read one- and two-syllable words containing ‘ow’ > /oe/ and ‘ow’ > /ou/.

Students will write one- and two-syllable words containing ‘ow’ > /oe/ and ‘ow’ > /ou/ in sorted columns.

Reading

Students will read “The Subway” with purpose and understanding, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 9.1: Tricky Spelling ‘ow’ > /oe/ or /ou/

Observation: Discussion Questions “The Subway”

Lesson 10 Assessment and Grammar: Spelling Assessment and Irregular Plural Nouns

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated words featuring r-controlled vowel patterns and the Tricky Word all.

Students will write regular and irregular plural nouns.

Reading

Students will partner read “The Subway” with purpose and understanding, will answer written short-answer questions about key details in the text, and will place sentences describing the events of the plot in the correct sequential order.

Formative Assessment

Activity Page 10.1: Student Spelling Assessment

Activity Page 10.2: Irregular Plural Nouns

Observation: Anecdotal Reading Record “The Subway”

Activity Page 10.4: Story Questions “The Subway”

Lesson 11 Tricky Spelling: Introduce ‘e’ > /ee/ or /e/

Primary Focus of Lesson

Foundational Skills

Students will review the /ee/ sound and its spellings and will read words with ‘e’ > /ee/.

Reading

Students will read “Wall Street” with purpose and understanding and will answer literal questions about key details in the text.

Language (Spelling)

Students will read and spell words with /oe/ > ‘ow’ and /ow/ > ‘ow,’ as well as the Tricky Word your.

Formative Assessment

Observation: Discussion Questions “Wall Street”

Lesson 12 Grammar and Writing: Review Proper Nouns and Introduce Persuasive Writing

Primary Focus of Lesson

Language (Grammar)

Students will provide examples of common and proper nouns, will properly capitalize and punctuate proper names with abbreviated titles, will properly capitalize and punctuate sentences that include proper nouns, and will identify the nouns and verbs in the sentences.

Writing

Students will use a planning template to brainstorm ideas for a persuasive argument and then use these ideas to write a draft of a persuasive letter.

Formative Assessment

Activity Page 12.1: Proper Nouns

Activity Page 12.3 Persuasive Letter

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 6- Lessons 1-12*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 7: Westward Expansion

Stage 1-Desired Results

Unit Summary:

Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.

Unit Goals

- Demonstrate understanding of key vocabulary
- Write an informational text in the format of a Westward Expansion Quilt
- Deepen comprehension and cite evidence from a text
- Identify the main topic of a text and compare and contrast two texts about the Erie Canal
- Domain Assessment

Essential Questions:

- How do I connect a series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- How can making connections help understand informational text?
- How do you describe the connection between two events?
- How can I as a writer express an opinion?
- How can I use evidence to support my opinion?
- How can I use facts to write an informational piece?
- How do I use information to write about a topic?
- How do I explain what I know about a topic?
- How can I supply facts or definitions to support my ideas?
- How can I write a narrative story in sequential order?
- How can I include feelings, details, thoughts, and an ending to my story?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

Enduring Understandings:

- Pioneers were willing and eager to endure hardships to move westward during the 1800s.
- Many important innovations in both transportation and communication occurred during that time period.
- Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.

NJSLS

Knowledge:

Lesson 1:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 2:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 3:

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

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

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Lesson 4:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 5:

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

through other media.

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

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

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

Lesson 6:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 7:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 8:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 9:

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

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

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

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

Skills:

Unit 4 Lesson 13:

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

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

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

Unit 4 Lesson 14:

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

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

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

Unit 4 Lesson 15:

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

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

RL.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.

Unit 4 Lesson 16:

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

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

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

RL.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.

Unit 4 Lesson 17:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

Unit 4 Lesson 18:

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

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.

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.

Unit 4 Lesson 19:

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.

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.

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.

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

Unit 4 Lesson 20:

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

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

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

Unit 4 Lesson 21:

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.

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.

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

Unit 4 Lesson 22:

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.

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

Unit 4 Lesson 23:

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.

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.

Unit 4 Lesson 24:

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.

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.

Unit 4 Lesson 25:

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.

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.

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: Going West

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they know about the history and geography of the United States prior to the early nineteenth century.

Reading

Students will describe the sights people saw in the 1800s while traveling west on the Oregon Trail.

Language

Students will demonstrate an understanding of the Tier 2 word sights.

Writing

Students will write a short informational text in which they explain the main idea of “Going West.”

Formative Assessment

Activity Page 1.1: Westward Expansion Quilt Students will write a short informational text in which they explain the main idea of “Going West.”

Core Vocabulary: campfire settled sights sympathy wagon train

Read Aloud: Going West

Lesson 2: Mr. Fulton’s Journey

Primary Focus of the Lesson:

Speaking and Listening

Students will summarize what it was like to travel west on the Oregon Trail in the mid-nineteenth century.

Reading

Students will identify the main topic of “Mr. Fulton’s Journey.”

Language

Students will demonstrate an understanding of the Tier 2 word voyage.

Writing

Students will write a short informational text in which they explain how steamboats affected westward expansion.

Formative Assessment

Activity Page 2.2: Westward Expansion Quilt Students will write a short informational text in which they explain how steamboats affected westward expansion.

Core Vocabulary: design inventor journey steamboats voyage

Read Aloud: Mr. Fulton’s Journey

Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal

Primary Focus of the Lesson:

Speaking and Listening

Students will retell the story of Robert Fulton and the invention of the steamboat.

Reading

Students will describe what life was like traveling on the Erie Canal in the mid-nineteenth century.

Language

Students will demonstrate an understanding of the Tier 2 word transport.

Reading

Students will compare and contrast the events described in “The Journal of a Twelve-Year-Old on the Erie Canal” with the lyrics of “The Erie Canal.”

Formative Assessment

Exit Pass: Writing Students will write two or three sentences describing travel on the Erie Canal in the mid-nineteenth century.

Core Vocabulary: Erie Canal freight tow transport

Read Aloud: The Journal of a Twelve-Year-Old on the Erie Canal

Lesson 4: The Story of Sequoyah

Primary Focus of the Lesson:

Reading

Students will complete a T-chart for the advantages and disadvantages of steamboat travel.
Students will identify the main topic of “The Story of Sequoyah.”

Language

Students will demonstrate an understanding of the Tier 2 word create.

Writing

Students will write a short informational text in which they explain why Sequoyah thought it was important to invent a writing system for the Cherokee language.

Formative Assessment

Activity Page 4.2: Westward Expansion Quilt Students will write a short informational text in which they explain why Sequoyah thought it was important to invent a writing system for the Cherokee language.

Core Vocabulary: approach concluded create generations interacting

Read Aloud: The Story of Sequoyah

Lesson 5: The Trail of Tears

Primary Focus of the Lesson:

Speaking and Listening

Students will explain why Sequoyah was important to the Cherokee people.

Reading

Students will describe the forced journey known as the Trail of Tears.

Language

Students will demonstrate an understanding of the Tier 2 word encountered.

Writing

Students will write a short informational text in which they describe the Trail of Tears.

Formative Assessment

Activity Page 5.1: Westward Expansion Quilt Students will write a short informational text in which they describe the Trail of Tears

Core Vocabulary: encountered forced insisted miserable relocate

Read Aloud: The Trail of Tears

Lesson 6: Westward on the Oregon Trail

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the forced relocation of the Cherokee people on the Trail of Tears.

Reading

Students will identify the main topic of “Westward on the Oregon Trail.”

Language

Students will demonstrate an understanding of the Tier 3 word territory.

Speaking and Listening

Students will reenact scenes from “Westward on the Oregon Trail.”

Formative Assessment

Rubric: On Stage Students will reenact scenes from “Westward on the Oregon Trail.”

Core Vocabulary: hardships ruts scout steep territory

Read Aloud: Westward on the Oregon Trail

Lesson 7: The Pony Express

Primary Focus of the Lesson:

Speaking and Listening

Students will review various modes of transportation used by people moving west in the nineteenth century.

Reading

Students will identify the main topic of “The Pony Express.”

Language

Students will demonstrate an understanding of the Tier 2 word endurance.

Reading

Students will reenact scenes from “The Pony Express.”

Formative Assessment

Rubric: On Stage Students will reenact scenes from “The Pony Express.”

Core Vocabulary: endurance landmarks route venture

Read Aloud: The Pony Express

Lesson 8: Working on the Transcontinental Railroad

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about the Pony Express.

Reading

Students will identify the main topic of “Working on the Transcontinental Railroad.”

Language

Students will demonstrate an understanding of the Tier 2 word convenient.

Writing

Students will write a short informational text in which they explain the importance of the transcontinental railroad.

Formative Assessment

Activity Page 8.1: Westward Expansion Quilt Students will write a short informational text in which they explain the importance of the transcontinental railroad.

Core Vocabulary: ancestor convenient iron horse spanned transcontinental railroad

Read Aloud: Working on the Transcontinental Railroad

Lesson 9: The Buffalo Hunters

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about the transcontinental railroad.

Reading

Students will explain the connection between westward expansion of the United States and Native Americans living in the West.

Language

Students will demonstrate an understanding of the Tier 2 word solemnly.

Writing

Students will write a short informational piece about the way in which westward expansion affected bison in the United States.

Formative Assessment

Activity Page 9.1: Westward Expansion Quilt Students will write a short informational piece about the way in which westward expansion affected bison in the United States

Core Vocabulary: bison charged skilled solemnly

Read Aloud: The Buffalo Hunters

Lesson 10: Knowledge 7 Domain Assessment

This Domain Assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Westward Expansion. The results should guide review and remediation the following day.

Skills Unit 4 Lessons 13-25

Lesson 13 Grammar and Writing: Proper Nouns and Persuasive Writing

Primary Focus of Lesson

Language (Grammar)

Students will correct and rewrite sentences, adding appropriate capitalization and punctuation to all proper nouns, including periods at the end of abbreviated titles and apostrophes to show possession.

Writing

Students will use a planning template to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing checklist to review the draft.

Formative Assessment

Activity Page 13.1: Abbreviated Titles and Possessives

Writing Response: Persuasive Letter and Editing Checklist

Lesson 14 Grammar and Writing: Introduce Verb: to be and Persuasive Writing

Primary Focus of Lesson

Language (Grammar)

Students will complete fill-in-the-blank sentences with the correct form of the present tense of the verb to be and will identify present tense forms of the verb to be in written sentences.

Writing

Students will use a planning template to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing checklist to review the draft.

Formative Assessment

Activity Page 14.1: Verb to be

Activity Page 14.3: Plan and Draft a Persuasive Letter

Lesson 15 Assessment and Writing: Edit a Persuasive Letter

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated words with ‘ow’ > /ou/, ‘ow’ > /oe/, and the Tricky Word your.

Writing

Students will review and edit the previously completed persuasive letter draft, using the editing checklist.

Reading

Students will read “The Daydream” with purpose and understanding, will close-read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text, and will write four to five sentences describing the plot of the story.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Writing Response: Close Reading Questions “The Daydream”

Lesson 16 Writing: Edit and Publish a Persuasive Letter

Primary Focus of Lesson

Reading

Students will partner read “The Florist” with purpose and understanding and will answer literal and inferential questions about key details of the text.

Writing

Students will use a planning template to write ideas for a persuasive letter, will use a persuasive letter template to write a draft of a persuasive letter, and will use an editing checklist to edit the draft.

Language (Spelling)

Students will read and spell words with /ee/ > ‘e_e,’ /ee/ > ‘ee,’ /ee/ > ‘e,’ /ee/ > ‘ea,’ and the Tricky Word people.

Formative Assessment

Observation: Anecdotal Reading Record “The Florist”

Observation: Discussion Questions “The Florist”

Lesson 17 Spelling Alternatives: Introduce /ee/ > ‘y’ and ‘ey’

Primary Focus of Lesson

Foundational Skill

Students will discriminate between the /ee/ and /e/ sounds, as well as between the /oe/, /o/, and /ou/ sounds and /ie/ and /i/ sounds.

Students will read and spell one-syllable and two-syllable words containing /ee/ > ‘y’ and /ee/ > ‘ey,’ and will complete fill-in-the-blank sentences with words with these sound/spellings.

Reading

Students will read “The Bakery” with purpose and understanding, and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

Formative Assessment

Observation: Anecdotal Reading Record “The Bakery”

Writing Response: Close Reading Questions “The Bakery”

Lesson 18 Review: Tricky Spelling ‘y’

Primary Focus of Lesson

Foundational Skills

Students will read and spell one- and two-syllable words with ‘y’ > /y/, /ie/, /i/, and /ee/, and will write the words in sorted columns based on sound/spellings.

Language (Spelling, Grammar)

Students will write the inflectional ending –s and –es to singular nouns to form plural nouns, and will change ‘y’ to ‘i’ when adding –es to the ends of nouns and verbs.

Reading

Students will partner read “Keeping It Up” with purpose and understanding, and will answer literal questions about key details in the text.

Formative Assessment

Activity Page 18.2: Change ‘y’ to ‘i’ and Add –es

Observation: Anecdotal Reading Record “Keeping It Up”

Observation: Discussion Questions “Keeping It Up”

Lesson 19 Grammar: Present and Past Tense of the Verb: to be

Primary Focus of Lesson

Language (Grammar)

Students will complete fill-in-the-blank sentences with the correct form of the present or past tense of the verb to be.

Reading

Students will read “The Grocery” with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 19.1: Present and Past Tense of to be

Observation: Anecdotal Reading Record “The Grocery”

Observation: Discussion Questions “The Grocery”

Lesson 20 Assessment and Review: Spelling Assessment and Grammar

Primary Focus of Lesson

Language (Spelling, Grammar)

Students will spell dictated words with /ee/ > ‘ee,’ ‘e,’ ‘e_e,’ ‘ea,’ and the Tricky Word people.

Students will identify common nouns, proper nouns, and verbs in written sentences, will convert singular nouns to plural nouns in writing, and will answer multiple-choice questions by identifying the grammatically correct version of proper nouns.

Students will edit a letter in small groups, adding correct punctuation, proper capitalization, spelling, and end punctuation where necessary.

Formative Assessment

Activity Page 20.1: Spelling Assessment

Activity Page 20.2: Grammar Review

Lesson 21 Spelling Alternatives: Introduce /aw/ > ‘al’, ‘au’, and ‘aw’

Primary Focus of Lesson

Foundational Skills

Students will read words with /aw/ > ‘a,’ ‘au,’ and ‘aw,’ and will complete fill-in-the-blank sentences with words containing these features.

Reading

Students will read “Inventory” with purpose and understanding, and will answer literal questions about key details in the text.

Formative Assessment

Activity Page 21.1: Spellings for /aw/

Observation: Discussion Questions “Inventory”

Lesson 22 Unit Assessment: Reading Comprehension and Grammar

Primary Focus of Lesson

Reading

Students will read “The Tally” independently and answer written multiple-choice questions about key details in the text.

Language (Grammar)

Students will identify grammatically correct proper noun forms, identify parts of speech in written sentences, rewrite grammatically incorrect sentences, rewrite singular nouns as plurals, and complete fill-in-the-blank sentences with the correct form of the verb to be.

Formative Assessment

Activity Page 22.1: Reading Comprehension Assessment

Activity Page 22.2: Grammar Assessment

Lessons 23–25 Unit Assessment: Fluency and Dictation Identification

Primary Focus of Lesson

Reading

Students will read “The Visit” orally with appropriate rate, accuracy, and expression and will answer oral literal recall questions about key details in the text.

Foundational Skills

Students will hear dictated words and select the correct word from a list of similarly spelled words and will circle words that share the same vowel sounds as dictated words.

Formative Assessment

Activity Page 23.1–23.4: Fluency Assessment

Activity Page 23.5: Dictation Identification Assessment

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 7 - Lessons 1-25*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program

- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 8: Insects

Stage 1-Desired Results

Unit Summary

Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in depth study in later grades of life cycles and animal classification.

Unit Goals

- Demonstrate understanding of key vocabulary
- Plan, draft, and revise an informational narrative
- Research, collect, synthesize, and record information in a journal
- Deepen comprehension and cite evidence from a text
- Domain Assessment

Essential Questions:

- How can I use facts to write an informational piece?
- How do I use information to write about a topic?
- How do I explain what I know about a topic?
- How can I supply facts or definitions to support my ideas?
- How can I write a narrative story in sequential order?
- How can I include feelings, details, thoughts, and an ending to my story?
- How can I contribute to a shared research project?

Enduring Understandings:

- Insects are the largest group of animals on Earth.
- Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful.
- Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.

NJSLS

Knowledge:

Lesson 1:

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

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

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

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

Lesson 2:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

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

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.

Lesson 5:

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

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

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.

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

Lesson 6:

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

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

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

Lesson 7:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 8:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Skills:

Unit 5 Lesson 1:

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

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

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.

Unit 5 Lesson 2:

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.

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

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.

Unit 5 Lesson 3:

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.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.

Unit 5 Lesson 4:

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

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

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.

Unit 5 Lesson 5:

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

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

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.

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

Unit 5 Lesson 6:

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

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

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: Insects Everywhere!

Primary Focus of the Lesson:

Speaking and Listening

Students will describe insects and their habitats.

Reading

Students will describe insects and their habitats.

Language

Students will demonstrate an understanding of the Tier 3 word habitats.

Writing

In a journal, students will write about a past experience with an insect.

Formative Assessment

Insects Journal: Narrative Students will write about a past experience with an insect in their journals.

Core Vocabulary: habitats insects social solitary

Read Aloud: Insects Everywhere!

Lesson 2: What Makes an Insect an Insect?

Primary Focus of the Lesson:

Speaking and Listening

Students will review how insects interact with their habitats.

Reading

Students will identify the common characteristics of insects.

Language

Students will demonstrate an understanding of the Tier 3 word microscopic.

Writing

Students will write an explanation of why certain animals are or are not insects.

Formative Assessment

Insects Journal: Is It an Insect? Students will write an explanation of why certain animals are or are not insects.

Core Vocabulary: abdomen antennae exoskeletons microscopic thorax

Read Aloud: What Makes an Insect an Insect?

Lesson 3: Life Cycles of Insects

Primary Focus of the Lesson:

Speaking and Listening

Students will review the life cycle of a butterfly.

Reading

Students will describe the life cycles of insects.

Language

Students will demonstrate an understanding of the Tier 2 word progression.

Writing

Students will use trade books to research insects and record information about insects in their journals.

Formative Assessment

Insects Journal: Use a Reference Students will use trade books to research insects and record information about insects in their journals.

Core Vocabulary: larva molt nymph progression pupa

Read Aloud: Life Cycles of Insects

Lesson 4: Social Insects: Bees and Wasps

Primary Focus of the Lesson:

Language

Students will review the meaning of the words social and solitary as they apply to insects.

Reading

Students will explain how honeybees and paper wasps are social insects.

Language

Students will demonstrate an understanding of the Tier 2 word cooperate.

Students will demonstrate an understanding of the multiple meaning word comb.

Writing

Students will draw and write about social insects.

Formative Assessment

Insects Journal: Social Insects Students will draw and write about social insects

Core Vocabulary: colonies cooperate drones pollen

Read Aloud: Social Insects: Bees and Wasps

Lesson 5: Social Insects: Ants and Termites

Primary Focus of the Lesson:

Speaking and Listening

Students will present their journal entries explaining how honeybees and paper wasps are social insects.

Reading

Students will explain how ants and termites are social insects.

Language

Students will demonstrate an understanding of the Tier 2 word destructive.

Writing

Students will plan an informational narrative.

Formative Assessment

Activity Page 5.1: Plan an Informational Narrative Students will plan an informational narrative

Core Vocabulary: aggressive chambers destructive emit nurseries

Read Aloud: Social Insects: Ants and Termites

Lesson 6: Insects that Glow and Sing

Primary Focus of the Lesson:

Reading

Students will explain how different insects communicate with one another.

Language

Students will demonstrate an understanding of the Tier 2 word communicate.

Writing

Students will draft an informational narrative.

Formative Assessment

Activity Page 6.1: Draft an Informational Narrative Students will draft an informational narrative from the point of view of an insect about which they have learned.

Core Vocabulary: bioluminescence communicate lanterns

Read Aloud: Insects that Glow and Sing

Lesson 7: Armored Tanks of the Insect World

Primary Focus of the Lesson:

Speaking and Listening

Students will review the key characteristics of insects and make a list of insects they know.

Reading

Students will identify key characteristics of beetles, the largest group of insects.

Language

Students will demonstrate an understanding of the Tier 3 word mimicry.

Writing

Students will draft an informational narrative.

Formative Assessment

Activity Page 6.1: Draft an Informational Narrative Students will draft an informational narrative from the point of view of an insect about which they have learned

Core Vocabulary: adapt armor beetles mimicry

Read Aloud: Armored Tanks of the Insect World

Lesson 8: Friend or Foe?

Primary Focus of the Lesson:

Reading

Students will explain why humans and insects can be both helpful and harmful to each other.

Language

Students will demonstrate an understanding of the Tier 2 word foe.

Writing

Students will edit an informational narrative that they wrote.

Formative Assessment

Activity Pages 6.1, 8.1: Edit an Informational Narrative Students will edit an informational narrative that they wrote.

Core Vocabulary: entomologist extinction foe pesticides pollinators

Read Aloud: Friend or Foe?

Lesson 9: Knowledge 8 Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Insects. The results should guide review and remediation the following day.

Skills Unit 5 Lessons 1-6

Lesson 1 Spelling Alternatives: Introduce /u/ > 'o,' 'ou,' and 'o_e'

Primary Focus of Lesson

Foundational Skills

Students will identify the alternative sound/spelling correspondences /u/ > 'o,' 'ou,' and 'o_e,' and will read and sort words with these features.

Language (Grammar, Spelling)

Students will identify nouns and verbs in oral sentences, and will add adjectives to describe nouns, using the terms adjective and noun to describe individual words.

Students will read two-syllable words ending in -y or -ly, and the Tricky Word alphabet.

Formative Assessment

Observation: Board Sort and Spelling Tree

Lesson 2 Spelling Alternatives: Review /u/ > 'o' and 'u'

Primary Focus of Lesson

Foundational Skills

Students will read words with /u/ > 'o,' and will sort and write words with /u/ > 'o' and 'u.'

Reading

Students will read "The Beginning" with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 2.1: Word Sort /u/ > 'o' and 'u'

Activity Page 2.2: Fill in the Blanks /u/ > 'o' and 'u'

Observation: Discussion Questions "The Beginning"

Lesson 3 Spelling Alternatives: Review /u/ > 'ou' and 'o_e'

Primary Focus of Lesson

Foundational Skills

Students will read words featuring /u/ > 'ou' and 'o_e.'

Students will complete fill-in-the-blank sentences, using syllable chunking and sentence context to determine the correct pronunciation and meaning of words.

Language (Grammar)

Students will identify adjectives and the nouns they describe in oral sentences.

Reading

Students will read “The Thief” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Activity Page 3.1: Fill in the Blank /u/ > ‘ou’ and ‘o_e’

Observation: Adjectives

Observation: Anecdotal Reading Record “The Thief”

Observation: Discussion Questions “The Thief”

Lesson 4 Grammar: Adjectives

Primary Focus of Lesson

Language (Grammar)

Students will recognize the suffix –ous indicates a word is an adjective, and will pair adjectives with nouns.

Reading

Students will partner read “All’s Well that Ends Well,” and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. Students will learn the multiple meanings of the word well and will identify when a particular use of the word is employed in “All’s Well that Ends Well.”

Formative Assessment

Observation: Anecdotal Reading Record “All’s Well that Ends Well”

Activity Page 4.1, 4.2 “All’s Well that End’s Well

Lesson 5 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated words featuring the suffixes –y and –ly, and the Tricky Word alphabet.

Foundational Skills

Students will read words in sorted columns with /u/ > ‘o_e,’ ‘ou,’ and ‘o,’ and will answer questions using words from the columns.

Reading

Students will read “The Hungry Troll” with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Students will write a short-answer response expressing an opinion about the text.

Formative Assessment

Activity Page 5.1: Spelling Assessment

Activity Pages 5.2, 5.3: Spelling Alternatives /u/

Observation: Anecdotal Reading Record “The Hungry Troll”

Observation: Discussion Questions “The Hungry Troll”

Activity Page 5.4: Story Questions “The Hungry Troll”

Lesson 6 Grammar: Subject and Predicate

Primary Focus of Lesson

Foundational Skills

Students will read words with the vowel teams /u/ > ‘ou’ and ‘o_e,’ /ee/ > ‘ie’ and ‘ey,’ and /ie/ > ‘i_e,’ ‘i,’ and ‘y.’

Language

Students will read words with /ie/ > ‘igh’ and ‘y,’ and will place the words in alphabetical order.

Students will identify the noun, verb, adjective, subject, and predicate in a sentence.

Formative Assessment

Activity Page 6.1: Spelling Alternatives

Activity Page 6.2: Parts of Speech

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 8 - Lessons 1-9*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 9: The U.S. Civil War

Stage 1-Desired Results

Unit Summary (**Amistad**)

This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.

Unit Goals

- Compare and contrast oppositional concepts using a T-chart
- Demonstrate understanding of key vocabulary
- Identify and record relevant information to a Civil War Timeline and Civil War Journal
- Deepen comprehension and cite evidence from a text
- Domain Assessment

Essential Questions:

- How do I find facts (reasons) in the text to support points the author makes?
- How can I use prior knowledge to compare the main topic of two informational texts?
- How can I use prior knowledge to contrast the main topic of two informational texts?
- Why do authors provide reasons in their text?
- How do reasons support specific points?
- How can I compare two texts on the same topic?
- Why is it important to use more than one text on a topic?
- How can I write a narrative story in sequential order?
- How can I include feelings, details, thoughts, and an ending to my story?

Enduring Understandings:

- Controversy over slavery between the North and the South eventually led to the U.S. Civil War.
- Africans were taken from Africa against their will and forced into slavery in the U.S. until the end of the Civil War.
- Significant women and men from the time period include Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant

NJSLS

Knowledge:

Lesson 1:

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

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.

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

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

Lesson 2:

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

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

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Lesson 3:

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

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.

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

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

Lesson 4:

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

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.

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

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

Lesson 5:

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

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.

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

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

Lesson 6:

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

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

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.

Lesson 7:

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

Lesson 8:

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

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.

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

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

Lesson 9:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 10:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

Lesson 11:

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

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

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

Skills:

Unit 5 Lesson 7:

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

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

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.

Unit 5 Lesson 8:

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

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

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

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.

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.

Unit 5 Lesson 9:

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

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

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

Unit 5 Lesson 10:

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

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

Unit 5 Lesson 11:

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

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.

Unit 5 Lesson 12:

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

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

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

Unit 5 Lesson 13:

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.

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

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.

Unit 5 Lesson 14:

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

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

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.

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.

Unit 5 Lesson 15:

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.

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

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.

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

Unit 5 Lesson 16:

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.

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

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.

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.

Unit 5 Lesson 17:

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.

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

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

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

Unit 5 Lesson 18:

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

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

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

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

RL.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.

Unit 5 Lesson 19:

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

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.

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

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.

Unit 5 Lesson 20:

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

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.

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.

Unit 5 Lesson 21:

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.

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

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.

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.

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

Unit 5 Lesson 22:

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.

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

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.

Unit 5 Lesson 23:

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.

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

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.

Unit 5 Lesson 24:

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.

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

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.

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

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.

Unit 5 Lesson 25:

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

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

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.

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.

Unit 5 Lesson 26:

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

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

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages

- Checks for Understanding
 - Summative Assessment - End of the Unit Assessments
 - Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: Harriet Tubman, Part I

Primary Focus of the Lesson:

Speaking and Listening

Students will review events that occurred in American history prior to the Civil War.

Reading

Students will explain what Harriet Tubman's life was like as a child.

Language

Students will demonstrate an understanding of the Tier 2 word value.

Writing

Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life.

Formative Assessment

Activity Page 1.2: Civil War Journal Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life.

Core Vocabulary: plantations slavery survival value wages

Read Aloud: Harriet Tubman, Part I

Lesson 2: Harriet Tubman, Part II

Primary Focus of the Lesson:

Speaking and Listening

Based on what they learned about Harriet Tubman's early life, students will predict whether she will take action as an adult to fight back against slavery.

Reading

Students will describe some of the actions Harriet Tubman took as an adult to help enslaved people gain their freedom.

Language

Students will demonstrate an understanding of the Tier 2 word rebellious.

Reading

Students will summarize the meaning of "Follow the Drinking Gourd," and compare it to information presented in "Harriet Tubman, Part II" about the Underground Railroad.

Formative Assessment

Activity Page 2.2: “Follow the Drinking Gourd” Students will summarize the meaning of “Follow the Drinking Gourd” and compare it to information presented in “Harriet Tubman, Part II” about the Underground Railroad.

Core Vocabulary: conductor contributions gourd passengers rebellious

Read Aloud: Harriet Tubman, Part II

Lesson 3: The Controversy Over Slavery

Primary Focus of the Lesson:

Speaking and Listening

Students will review the connection between “Follow the Drinking Gourd” and the Underground Railroad in the years leading up to the Civil War.

Reading

Students will compare and contrast the North and South in the years prior to the Civil War.

Language

Students will demonstrate an understanding of the Tier 2 word economy.

Writing

Students will write an entry in a Civil War journal about the differences between the North and South in the years leading up to the Civil War.

Formative Assessment

Activity Page 3.2: Civil War Journal Students will write an entry in a Civil War journal explaining the differences between the North and South prior to the Civil War.

Core Vocabulary: abolitionists agriculture cotton economy factories

Read Aloud: The Controversy Over Slavery

Lesson 4: Abraham Lincoln

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the differences between the North and South in the years leading up to the Civil War.

Reading

Students will explain what Abraham Lincoln’s view of slavery was while he was a candidate for the U.S. Senate.

Language

Students will demonstrate an understanding of the Tier 2 word expand.

Writing

Students will write an entry in a Civil War journal about Abraham Lincoln and his views on slavery.

Formative Assessment

Activity Page 4.1: Civil War Journal Students will write an entry in a Civil War journal about Abraham Lincoln and his views on slavery

Core Vocabulary: candidates debates expand government politicians

Read Aloud: Abraham Lincoln

Lesson 5: The Division of the United States

Primary Focus of the Lesson:

Speaking and Listening

Students will review the differences between the North and South and the issue of slavery in the years leading up to the Civil War.

Reading

Students will explain why the South seceded from the Union, and how President Lincoln felt about the secession.

Language

Students will demonstrate an understanding of the Tier 3 words Confederacy and Union.

Writing

Students will write an entry in a Civil War journal about the differences between the Confederacy and the Union.

Formative Assessment

Activity Page 5.2: Civil War Journal Students will write an entry in a Civil War journal about the differences between the Confederacy and the Union

Core Vocabulary: Confederacy elected heritage seceded Union

Read Aloud: The Division of the United States

Lesson 6: The War Begins

Primary Focus of the Lesson:

Speaking and Listening

Students will explain the significance of Fort Sumter in the Civil War.

Reading

Students will identify the reasons the author gives for the Civil War being longer and bloodier than the North thought it would be.

Language

Students will demonstrate an understanding of the Tier 3 word civilians.

Students will distinguish between different speech registers, based on the audience.

Formative Assessment

Exit Pass: List the Reasons Students will identify at least two reasons the author gives for the Civil War being longer and bloodier than the North thought it would be

Core Vocabulary: civilians clash devastated flee Rebels

Read Aloud: The War Begins

Lesson 7: Robert E. Lee

Primary Focus of the Lesson:

Speaking and Listening

Students will explain the significance of the First Battle of Manassas in the Civil War.

Reading

Students will distinguish between the Union and the Confederacy at the Battle of Gettysburg.

Language

Students will demonstrate an understanding of the Tier 2 word advisors.

Writing

Students will write an entry in a Civil War journal describing Robert E. Lee and his connection to the Civil War.

Formative Assessment

Activity Page 7.2: Civil War Journal Students will write an entry in a Civil War journal describing Robert E. Lee and his connection to the Civil War

Core Vocabulary: advisors frail general oath wasteland

Read Aloud: Robert E. Lee

Lesson 8: Clara Barton

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about Robert E. Lee and the role he played in the Civil War.

Reading

Students will explain why Clara Barton became known as “the Angel of the Battlefield.”

Language

Students will demonstrate an understanding of the Tier 2 word wounded.

Writing

Students will write a Civil War journal entry in which they identify Clara Barton and describe her accomplishments.

Formative Assessment

Activity Page 8.1: Civil War Journal Students will write a Civil War journal entry in which they identify Clara Barton and describe her accomplishments.

Core Vocabulary: compassionate countless disasters wounded

Read Aloud: Clara Barton

Lesson 9: The Emancipation Proclamation

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about Clara Barton and her accomplishments.

Reading

Students will explain one of the reasons why President Lincoln is remembered as a courageous president.

Language

Students will demonstrate an understanding of the Tier 2 word abolished.

Writing

Students will write a Civil War journal entry in which they explain the significance of the Emancipation Proclamation.

Formative Assessment

Activity Page 9.1: Civil War Journal Students will write a Civil War journal entry in which they explain the significance of the Emancipation Proclamation

Core Vocabulary: abolished Cabinet emancipation proclamation scroll

Read Aloud: The Emancipation Proclamation

Lesson 10: Ulysses S. Grant

Primary Focus of the Lesson:

Speaking and Listening

Students will review Robert E. Lee and his accomplishments during the Civil War.

Reading

Students will compare and contrast the Union and Confederate Armies.

Language

Students will demonstrate an understanding of the Tier 2 word defeat.

Writing

Students will write a Civil War journal entry in which they compare and contrast Ulysses S. Grant and Robert E. Lee.

Formative Assessment

Activity Page 10.1: Civil War Journal Students will write a Civil War journal entry in which they compare and contrast Ulysses S. Grant and Robert E. Lee

Core Vocabulary: ammunition defeat rations surrendered Yankees

Read Aloud: Ulysses S. Grant

Lesson 11: The End of the War

Primary Focus of the Lesson:

Speaking and Listening

Students will summarize key facts about the Civil War.

Reading

Students will contrast the North and the South at the end of the war.

Language

Students will demonstrate an understanding of the Tier 2 word united.

Writing

Students will write an entry in a Civil War journal, describing the end of the Civil War.

Formative Assessment

Activity Page 11.2: Civil War Journal Students will write an entry in a Civil War journal, describing the end of the Civil War.

Core Vocabulary: equality prosperity ransacked rival united

Read Aloud: The End of the War

Lesson 12: Knowledge 9 Domain Assessment

This Domain Assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in The U.S. Civil War. The results should guide review and remediation the following day.

Skills Unit 5 Lessons 7-26

Lesson 7 Spelling Alternatives: Introduce /ə/ > ‘a’ and ‘e’

Primary Focus of Lesson

Foundational Skills

Students will learn the sound/spellings /ə/ > 'a' and 'e,' and will read two- and three-syllable words with these features.

Language (Grammar)

Students will identify the subject and predicate in sentences, and will complete fill-in-the-blank sentences with a noun, a verb, and an adjective.

Reading

Students will reread "The Hungry Troll" with partners, will close read the story by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging passages.

Formative Assessment

Activity Page 7.2: Adjectives

Lesson 8 Spelling Alternatives: Review /ə/ > ‘a’ and ‘e’

Primary Focus of Lesson

Foundational Skills

Students will read short sentences with words featuring spellings for /ie/, /oe/, /e/, /ee/, and /ae/.

Students will correctly spell words featuring /ə/ and /u/ sound/spellings.

Reading

Students will read “Fire!” with purpose and understanding, will write complete sentences to answer comprehension questions about key details in the text, and will list four nouns, four verbs, and four adjectives found in the story.

Formative Assessment

Activity Page 8.1: Beat the Spoilers

Activity Page 8.2: Story Questions “Fire!”

Lesson 9 Review Apostrophes

Primary Focus of Lesson

Language (Grammar)

Students will review the use of apostrophes to form contractions and to show possession.

Students will understand and identify compound subjects and predicates.

Reading

Students will partner read “The Boat Ride” with purpose and understanding, will write a summary of the events of the story, and will match subjects with predicates based on the events in the story.

Formative Assessment

Activity Page 9.1: Subject and Predicate

Observation: Anecdotal Reading Record “The Boat Trip”

Activity Page 9.2: Story Questions “The Boat Trip

Lesson 10 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling, Grammar)

Students will spell dictated words featuring /ie/ > ‘igh’ and ‘y,’ and the Tricky Word kingdom.

Students will read and correctly identify the subjects and predicates of sentences.

Formative Assessment

Activity Page 10.1: Spelling Assessment

Activity Page 10.2: Write Sentences

Lesson 11 Spelling Alternatives: Introduce /ə/ + /l/ > ‘ul,’ ‘al,’ and ‘il’

Primary Focus of Lesson

Foundational Skills

Students will read and sort words with /ə/ + /l/ > ‘ul,’ ‘al,’ and ‘il.’

Reading

Students will partner read “The King’s Ghost” with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Language (Spelling)

Students will read and practice spelling words with /ee/ > ‘ie.’

Formative Assessment

Observation: Anecdotal Reading Record “The King’s Ghost”

Activity Page 11.2: Story Questions “The King’s Ghost” (Group 2)

Observation: Discussion Questions “The King’s Ghost” (Group 1)

Lesson 12 Review: Spelling Alternatives for /u/ and /ə/

Primary Focus of Lesson

Foundational Skills

Students will read words with /ə / > ‘a’ and ‘e;’ /ə/ +/l/ > ‘al,’ ‘il,’ and ‘ul;’ and /u/ > ‘o,’ ‘o_e,’ and ‘ou.’

Language (Grammar)

Students will demonstrate command of the conventions of English grammar and usage when writing or

speaking.

Students will capitalize the first letters of holidays and geographic names.

Formative Assessment

Activity Page 12.1 Fill in the Blanks: /ə/, /ə/ +/l/, and /u/

Lesson 13 Spellings Alternatives: Introduce // + /l/ > /el/ and ‘le’ and Syllable Review

Primary Focus of Lesson

Foundational Skills

Students will read words with /ə/ + /l/ > ‘el’ and ‘le.’

Students will decode two-syllable words with CVC and open vowel patterns, and two-syllable words with /ə/ + /l/.

Reading

Students will read “The Letter” with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Observation: Discussion Questions “The Letter”

Lesson 14 Spelling Alternatives: Review /u/, / /, and // + /l/

Primary Focus of Lesson

Foundational Skills

Students will read words with /u/, /ə/, and /ə/ + /l/ with different spelling alternatives.

Differentiated Instruction

Students will capitalize the names of people and places.

Students will use sentence-level context as a clue to the meaning of a word or phrase.

Reading

Students will partner read “The Letter,” and will close read the text by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text.

Formative Assessment

Activity Page 14.1: Fill in the Blank: /u/, /ə/, and /ə/ + /l/

Activity Page 14.2: Parts of Speech

Activity Page 14.3: Practice with ‘le’

Lesson 15 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language

Students will spell words featuring /ee/ > ‘ie,’ and the Tricky Word water.

Foundational Skills

Students will decode words with the common suffix /sh/ + /ə/ + /n/ > ‘tion,’ and will complete fill-in-the-blank sentences with words featuring –tion.

Reading

Students will read “The Fearsome Beast” with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Observation: Discussion Questions “The Fearsome Beast”

Lesson 16 Review: Suffix –tion

Primary Focus of Lesson

Foundational Skills

Students will decode words with the common suffix /sh/ + /ə/ + /n/ > ‘tion.’

Reading

Students will partner read “The Fearsome Beast,” and will close read the text by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult passages in the text.

Language (Spelling)

Students will read words with ‘y’ > /ee/, /i/, /ie/, and /y/.

Formative Assessment

Activity Page 16.1: Fill in the Blanks /u/ and /ə/

Activity Page 16.2: Story Sequence “The Fearsome Beast”

Lesson 17 Writing: Plan Narrative Endings

Primary Focus of Lesson

Language (Grammar)

Students will identify the verbs in sentences, will distinguish between the present and past tense, and will provide the present- and past-tense versions of verbs.

Writing

Students will brainstorm an alternative ending to a chapter from Sir Gus, and will write a new ending for the chapter.

Lesson 18 Writing: Plan a Narrative Ending

Primary Focus of Lesson

Language (Grammar)

Students will identify the verbs in oral sentences, and will indicate whether the verbs are in the present or past tense.

Writing

Students will work in pairs to brainstorm alternative endings to the story “Fire!”

Reading

Students will read “The King’s Birthday,” and will write a summary of the characters and key events in the text.

Formative Assessment

Activity Page 18.2: Plan a Different Story Ending

Observation: Anecdotal Reading Record “The King’s Birthday”

Activity Page 9.2: Summarize “The King’s Birthday”

Lesson 19 Draft and Edit A Narrative Ending

Primary Focus of Lesson

Language and Foundational Skills

Students will identify verbs in oral sentences as present or past tense and will identify the vowel sound and spelling in each verb.

Language (Grammar)

Students will convert present-tense verbs to the future tense.

Writing

Students will work in pairs to write a new ending to a story from Sir Gus, and will use an editing checklist to edit the new ending.

Formative Assessment

Activity Page 19.1: The Future Tense

Activity Page 19.2: New Ending

Activity Page 19.3: Editing Checklist

Lesson 20 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell words with the Tricky Spelling ‘y,’ and the Tricky Word edge.

Differentiated Instruction

Students will decode words with the common suffix –tion and will correctly alphabetize a list of words.

Students will write narratives in which they recount a short sequence of events; include details to describe actions, thoughts, and feelings; and provide a sense of closure.

Students will focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.

Reading

Students will read “Betrayed” with purpose and understanding, and will answer written comprehension questions about key details in the text.

Formative Assessment

Activity Page 20.1: Spelling Assessment

Activity Page 20.2: Words Ending in –tion

Activity Page 20.3–20.5: Plan, Draft, Edit

Observation: Anecdotal Reading Record “Betrayed”

Activity Page 20.6: Story Questions “Betrayed”

Lesson 21 Review ‘a’ > /a/, /æ/ or / /

Primary Focus of Lesson

Foundational Skills

Students will read words with ‘a’ > /a/, /æ/, and /ə/.

Reading

Students will partner read “The Wizard” with purpose and understanding, and will summarize the key events of the story.

Language (Spelling)

Students will read words ending in ‘le,’ ‘el,’ and ‘tion’ and the Tricky Word schwa.

Formative Assessment

Activity Page 21.1: Tricky Spelling ‘a’

Observation: Anecdotal Reading Record “The Wizard”

Activity Page 21.2: Story Questions “The Wizard”

Lesson 22 Tricky Spelling: Introduce ‘e’ > /e/, /ee/, or / /

Primary Focus of Lesson

Foundational Skills

Students will put a list of words in alphabetical order.

Students will read words with the tricky spelling ‘e,’ and will identify the sound made by ‘e’ in written words.

Reading

Students will partner read “Breaking the Spell” with purpose and understanding, and will answer written comprehension questions about key details in the text.

Formative Assessment

Activity Page 22.1: Tricky Spelling ‘e’

Observation: Anecdotal Reading Record “Breaking the Spell”

Activity Page 22.2: Story Questions “Breaking the Spell”

Lesson 23 Tricky Spelling: Introduce ‘o’ > /o/, /oe/, or /u/

Primary Focus of Lesson

Foundational Skills

Students will read a story featuring words with ‘o’ > /o/, /oe/, and /u/, and will use context clues to determine the correct pronunciation of the words.

Language (Grammar)

Students will complete a chart with the correct present-, past-, and future-tense verb forms for respective pronouns.

Reading

Students will partner read “Looking for the Enemy,” and will close read the story by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult portions of the text.

Formative Assessment

Activity Page 23.1: Tricky Spelling ‘o’

Activity Page 23.2: Sir Gus: Adjectives

Lesson 24 Tricky Spelling: Introduce ‘o_e’ > /oe/ or /u/

Primary Focus of Lesson

Foundational Skills

Students will sort words with ‘o_e’ > /oe/ and /u/.

Language (Grammar)

Students will read sentences and determine which words make up the subject and which words make up the predicate.

Reading

Students will read “Revenge” with purpose and understanding, and will answer written comprehension questions about key details in the text.

Formative Assessment

Activity Page 24.1: Tricky Spelling ‘o_e’

Observation: Anecdotal Reading Record “Revenge”

Activity Page 24.2: Summarize the Story “Revenge”

Lesson 25 Assessment and Tricky Spelling: Spelling Assessment and Introduce ‘ou’ > /ou/ or /u/

Primary Focus of Lesson

Language (Spelling)

Students will spell words with the suffixes –tion, –el, and –le, and the Tricky Word schwa, and will alphabetize words featuring these suffixes.

Foundational Skills

Students will read words with the tricky spelling ‘ou.’

Reading

Students will read “Battle Plans” with purpose and understanding, and will summarize the main characters and key details of the story.

Formative Assessment

Activity Page 25.1: Spelling Assessment

Activity Page 25.2: Tricky Spelling ‘ou’

Activity Page 25.3: Story Questions “Battle Plans”

Lesson 26 Unit Assessment: Reading Comprehension and Grammar

Primary Focus of Lesson

Reading Comprehension Assessment

Students will read with sufficient accuracy and fluency to support comprehension.

Students will read words featuring /ə/ > ‘a’ and ‘e.’

Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

Students will read and alphabetize words with the suffixes -le, -el, and -tion.

Grammar Assessment

Students will demonstrate command of the conventions of English grammar and usage when writing or speaking.

Students will demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

Formative Assessment

Activity Page 26.1: Reading Comprehension Assessment “Marching Orders”

Activity Page 26.2: Grammar Assessment

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 9 - Lessons 1-26*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 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.
- 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.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic

responsibilities in a democratic society.

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 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.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 10: The Human Body: Building Blocks of Nutrition

Stage 1-Desired Results

Unit Summary:

Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.

Unit Goals

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Identify and record relevant information in My Human Body Journal
- Domain Assessment

Essential Questions:

- How can making connections help understand informational text?
- How do you describe the connection between two events?
- How do I connect a series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- How can I use facts to write an informational piece?
- How do I use information to write about a topic?
- How do I explain what I know about a topic?
- How can I supply facts or definitions to support my ideas?
- Why should I end my writing with a conclusion?
- Why is it important to describe people, places, things, and events with details?
- How can I speak clearly in sentences that make sense to the listener?

Enduring Understandings:

- Cells form the building blocks of life on Earth.
- Collections of cells form tissues, tissues form organs, and organs form systems within the body.
- Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria.
- The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

NJSLS

Knowledge:

Lesson 1:

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

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

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

meanings.

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 6:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 7:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Skills:

Unit 5 Lesson 27:

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

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.

Unit 5 Lesson 28: None

Unit 5 Lesson 29: None

Unit 5 Lesson 30: None

Unit 6 Lesson 1:

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

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

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.

Unit 6 Lesson 2:

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

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.

Unit 6 Lesson 3:

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

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

RL.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.

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.

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: The Amazing Human Body

Primary Focus of the Lesson:

Speaking and Listening

Students will review prior knowledge of the human body and of nutrition.

Reading

Students will explain why the author calls the human body “the human machine.”

Language

Students will demonstrate an understanding of the Tier 2 word systems.

Writing

Students will write an entry in the My Human Body Journal, describing their five senses.

Formative Assessment

Activity Page 1.1: My Human Body Journal Students will write an entry in the My Human Body Journal, describing their five senses

Core Vocabulary: nutrients nutrition nutritionist organs systems vaccinations

Read Aloud: The Amazing Human Body

Lesson 2: Anton van Leeuwenhoek

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they learned about the human body and the five senses.

Reading

Students will describe Anton van Leeuwenhoek’s important discovery.

Language

Students will demonstrate an understanding of the Tier 2 word observations.

Writing

Students will write an entry in the My Human Body Journal, identifying Anton van Leeuwenhoek and describing his important discovery.

Formative Assessment

Activity Page 2.1: My Human Body Journal Students will write an entry in the My Human Body Journal, identifying Anton van Leeuwenhoek and describing his important discovery

Core Vocabulary: bacteria lens magnifies microscope observations

Read Aloud: Anton van Leeuwenhoek

Lesson 3: Cells and Tissues

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they have learned about the human body and Anton van Leeuwenhoek.

Reading

Students will describe the connection between cells and tissue.

Language

Students will demonstrate an understanding of the Tier 2 word functions.

Writing

Students will write an entry in the My Human Body Journal, describing cells and tissues.

Formative Assessment

Activity Page 3.1: My Human Body Journal Students will write an entry in the My Human Body Journal, describing cells and tissues

Core Vocabulary: cells functions microscopic stimulus tissue

Read Aloud: Cells and Tissues

Lesson 4: Organs

Primary Focus of the Lesson:

Speaking and Listening

Students will review the connection between cells and tissue.

Reading

Students will explain the connection between tissue and organs.

Language

Students will demonstrate an understanding of the Tier 2 word nourish.

Reading

Students will identify the connections between cells, tissue, organs, and systems.

Formative Assessment

Activity Page 4.1: What's the Connection? Students will identify the connections between cells, tissue, organs, and systems

Core Vocabulary: collapse kidneys liver nourish transplant

Read Aloud: Organs

Lesson 5: The Digestive System

Primary Focus of the Lesson:

Speaking and Listening

Students will review the connections between cells, tissues, organs, and systems.

Reading

Students will identify the organs involved in the digestive system.

Language

Students will demonstrate an understanding of the Tier 2 word absorb.

Writing

Students will write an entry in the My Human Body Journal, describing the digestive system.

Formative Assessment

Activity Page 5.2: My Human Body Journal Students will write an entry in the My Human Body Journal, describing the digestive system

Core Vocabulary: absorb esophagus filtering saliva villi

Read Aloud: The Digestive System

Lesson 6: The Excretory System

Primary Focus of the Lesson:

Speaking and Listening

Students will review the connections between cells, tissues, organs, and systems.

Reading

Students will identify the organs involved in the digestive system.

Language

Students will demonstrate an understanding of the Tier 2 word absorb.

Writing

Students will write an entry in the My Human Body Journal, describing the digestive system.

Formative Assessment

Activity Page 5.2: My Human Body Journal Students will write an entry in the My Human Body Journal, describing the digestive system

Core Vocabulary: bladder excrete regulate sweat toxic

Read Aloud: The Excretory System

Lesson 7: Nutrients

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they have learned about nutrients.

Reading

Students will identify six nutrients that are essential for good health.

Language

Students will demonstrate an understanding of the Tier 2 word essential.

Writing

Students will write an entry in the My Human Body Journal in which they provide examples of the four main nutrients and describe how they keep a body healthy.

Language

Students will demonstrate an understanding of the use of adverbs to modify verbs.

Formative Assessment

Activity Page 7.1: My Human Body Journal Students will write an entry in the My Human Body Journal in which they provide examples of the four main nutrients and describe how they keep a body healthy.

Core Vocabulary: carbohydrates essential fats minerals proteins

Read Aloud: Nutrients

Lesson 8: A Well-Balanced Diet

Primary Focus of the Lesson:

Speaking and Listening

Students will review the importance of nutrients and give examples of each.

Reading

Students will explain why the author says it makes sense to spend the most time in the produce section of the grocery store.

Language

Students will demonstrate an understanding of the Tier 2 word variety.

Speaking and Listening

Students will describe a daily balanced diet.

Formative Assessment

Exit Pass: A Well-Balanced Diet Students will describe a daily balanced diet.

Core Vocabulary: fiber moderation scan variety well-balanced diet

Read Aloud: A Well-Balanced Diet

Lesson 9: A Healthy Human Body

Primary Focus of the Lesson:

Speaking and Listening

Students will identify human body systems and how to keep the systems healthy.

Reading

Students will identify the main purpose of “A Healthy Human Body.”

Language

Students will demonstrate an understanding of the Tier 2 word recovery.

Writing

Students will write a paragraph in the My Human Body Journal describing a day in which they practice many healthy habits.

Formative Assessment

Activity Page 9.2: My Human Body Journal Students will write a paragraph in the My Human Body Journal describing a day in which they practice many healthy habits

Core Vocabulary: calories network recovery terms windpipe

Read Aloud: A Healthy Human Body

Lesson 10: Knowledge 10 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in The Human Body: Building Blocks and Nutrition. The results should guide review and remediation the following day.

Skills Unit 5 Lessons 27-30 and Skills 6 Lessons 1-3

Lesson 27 Unit Assessment: Decoding and Alphabetizing

Primary Focus of Lesson

Decoding Assessment

Students will identify the word said by the teacher from a choice of four written words.

Language (Spelling)

Students will spell words from the word lists in Lessons 1, 6, 11, 16, and 21.

Alphabetizing Assessment

Students will arrange words in alphabetical order.

Reading

Students will read “The Final Battle,” and will answer written comprehension questions about key details in the text.

Formative Assessment

Activity Page 27.1: Decoding Assessment

Activity Page 27.2: Alphabetizing Assessment

Activity Page 27.3: Story Questions “The Final Battle”

Lesson 28–30 Review and Assessment: Individual Assessments and Review Activities

For the next three days, lessons will include a combination of individually administered assessments and review activities. Administer the assessments to struggling students only, as a way to identify targeted remediation needs.

The individualized assessments that you may administer are dependent on student scores:

Oral Reading Comprehension Assessment (See Reading Comprehension Assessment Record Sheet)

Individual Decoding Assessment (See Decoding Assessment Record Sheet)

High-Frequency Word Assessment

Lesson 1 Spelling Alternatives: Introduce /f/ > ‘ph’

Primary Focus of Lesson

Foundational Skills

Students will identify the following spelling alternatives: /n/ > ‘n’ and ‘kn,’ /r/ > ‘wr’ and ‘r,’ /w/ > ‘w’ and ‘wh,’ /j/ > ‘g’ and ‘j,’ and /f/ > ‘f,’ ‘ff,’ and ‘ph.’

Students will decode words with /f/ > ‘f,’ ‘ff,’ and ‘ph’ and fill in blanks in sentences with words that have /f/ > ‘ph.’

Language (Grammar, Spelling)

Students will identify common nouns, proper nouns, adjectives, and verbs in written sentences, will distinguish between the past, present, and future tense in written sentences, and will identify the correct use of apostrophes.

Students will read and alphabetize words with /n/ > ‘n’ and ‘kn,’ /r/ > ‘wr,’ ‘r,’ and ‘rr,’ /w/ > ‘w’ and ‘wh,’ /j/ > ‘g’ and ‘j,’ and /f/ > ‘f,’ ‘ff,’ and ‘ph,’ and the Tricky Word Britain.

Formative Assessment

Activity Page 1.1: Practice /f/ > ‘ph’

Activity Page 1.2: Parts of Speech and Apostrophes

Lesson 2 Reading: Text Features in Informational Text

Primary Focus of Lesson

Reading

Students will learn about the difference between fiction and nonfiction books, will be introduced to various genres of nonfiction texts, and will display an understanding of nonfiction texts by correctly identifying features of nonfiction genres.

Foundational Skills

Students will read words with the following spelling alternatives: /n/ > ‘n’ and ‘kn,’ /r/ > ‘wr’ and ‘r,’ /w/ > ‘w’ and ‘wh,’ /j/ > ‘g’ and ‘j,’ and /f/ > ‘f,’ ‘ff,’ and ‘ph’.

Students will read word pairs with n/ > ‘n’ and ‘kn,’ /r/ > ‘wr’ and ‘r,’ /w/ > ‘w’ and ‘wh,’ /j/ > ‘g’ and ‘j,’ and /f/ > ‘f,’ ‘ff,’ and ‘ph,’ and will answer yes/no questions on whether bolded spellings in the word pairs stand for identical sounds.

Formative Assessment

Activity Page 2.1: Scavenger Hunt

Activity Page 2.2: Sound Comparison

Lesson 3 Spelling Alternatives and Reading: Introduce /e/ > ‘ea’ and Text Features in Informational Text

Primary Focus of Lesson

Reading

Students will identify the table of contents and the glossary in *The War of 1812*, will learn how these text features are organized, will review the introduction to the Reader with the guidance of the teacher, and will demonstrate understanding of the chronology of events by arranging timeline cards in the correct sequence.

Foundational Skills

Students will read words with /e/ > ‘ea’, and will complete fill-in-the blank sentences with words featuring /e/ > ‘ea’.

Formative Assessment

Exit Pass: Describe a Timeline

Activity Page 3.1: Fill in the Blank Practice /e/ > ‘ea’

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 10 - Lessons 1-30*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

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- Knowledge/Skills

Supplemental Materials

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- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 11: Immigration

Stage 1-Desired Results

Unit Summary:

Students explore the idea of e pluribus unum and the importance of immigration in the history of the United States, with a focus on the great wave of immigration between 1880 and 1920. They learn reasons why people immigrated and why they settled in particular cities or regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Collect and summarize information into short summaries of the read alouds
- Plan, draft, and revise a letter
- Domain Assessment

Essential Questions:

- Why is identifying the main topic from the text important?
- Why is being able to identify the main topic an important skill for readers?
- How do I identify the main topic if there is more than one paragraph?
- How do I identify the main topic for a paragraph?
- How do I identify key details that support the main topic?
- Why is it helpful for good readers to identify the main idea/main topic?
- How can I write a narrative story in sequential order?
- How can I include details to express an event in order?
- How can I include feelings, details, thoughts, and an ending to my story
- When is an appropriate time to ask or answer questions?
- How can I add to a conversation?

Enduring Understandings:

- The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place from 1880 to 1920.
- Immigrants had many different reasons for immigrating to the United States, and settled in particular cities or regions upon their arrival.
- The Constitution and the Bill of Rights are two important documents that detail the privileges and rights of American citizens.

NJSLS

Knowledge:

Lesson 1:

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

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Lesson 2:

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

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Lesson 4:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

Lesson 5:

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

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

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

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.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Lesson 6:

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

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

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

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.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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.

Lesson 10:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Skills:

Unit 6 Lesson 4:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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.

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

Unit 6 Lesson 5:

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

RL.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.

Unit 6 Lesson 6:

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

RL.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.

Unit 6 Lesson 7:

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

RL.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.

Unit 6 Lesson 8:

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.

RL.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.

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.

Unit 6 Lesson 9:

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

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.

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

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

Unit 6 Lesson 10:

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

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

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

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

Unit 6 Lesson 11:

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.

RL.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.

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

Unit 6 Lesson 12:

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

RL.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.

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

Unit 6 Lesson 13:

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

RL.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.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Unit 6 Lesson 14:

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

RL.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.

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: E Pluribus Unum

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they know about the United States prior to 1880.

Reading

Students will explain the meaning of e pluribus unum and why people immigrate.

Language

Students will demonstrate an understanding of the Tier 2 word factors.

Reading

Students will record information about immigration.

Formative Assessment

Activity Page 1.1: E Pluribus Unum Puzzle Students will record information about immigration.

Core Vocabulary: ancestors freedom immigrants pull factors push factors

Read Aloud: E Pluribus Unum

Lesson 2: Charles Steinmetz Comes to America

Primary Focus of the Lesson:

Speaking and Listening

Students will explain why people immigrate.

Reading

Students will explain why Charles Steinmetz immigrated to America and describe his impact.

Language

Students will demonstrate an understanding of the Tier 2 word opportunity.

Reading

Students will summarize Charles Steinmetz's immigration to the United States.

Formative Assessment

Activity Page 2.1: E Pluribus Unum Puzzle Students will record information about immigration

Core Vocabulary: center interpreter liberty opportunity

Read Aloud: Charles Steinmetz Comes to America

Lesson 3: Life in the City

Primary Focus of the Lesson:

Speaking and Listening

Students will review Charles Steinmetz's experience of immigration and identify the common routes of immigration in the 1880s–1920s.

Reading

Students will describe the lives of immigrants living in major United States cities.

Language

Students will demonstrate an understanding of the Tier 3 word traditional.

Reading

Students will record information about the lives of immigrants in major United States cities.

Formative Assessment

Activity Page 3.1: E Pluribus Unum Puzzle Students will record information about the lives of immigrants in major United States cities.

Core Vocabulary: customs hostile newcomers traditional

Read Aloud: Life in the City

Lesson 4: From Ireland to New York City

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the potato blight as a major push factor for Irish immigrants in the late 1800s.

Reading

Students will explain why the United States was known as the “land of opportunity.”

Language

Students will demonstrate an understanding of the word afford.

Students will identify and generate adjectives.

Reading

Students will record information about Irish immigration.

Formative Assessment

Activity Page 4.1: E Pluribus Unum Puzzle Students will record information about Irish immigration.

Core Vocabulary: afford blight emigrated

Read Aloud: From Ireland to New York City

Lesson 5: Gold Mountain

Primary Focus of the Lesson:

Speaking and Listening

Students will review the common routes of immigration and describe immigrants’ lives in the 1880s–1920s.

Reading

Students will explain the push and pull factors of Chinese immigration in the 1880s–1920s.

Language

Students will demonstrate an understanding of the antonyms exhausting and refreshing.

Students will explain the meaning of the saying turn over a new leaf.

Reading

Students will record information about Chinese immigration.

Formative Assessment

Activity Page 5.1: E Pluribus Unum Puzzle Students will record information about Chinese immigration

Core Vocabulary: characters exhausting honor responsibilities wages

Read Aloud:Gold Mountain

Lesson 6: A Land of Opportunity

Primary Focus of the Lesson:

Speaking and Listening

Students will explain why the United States was known as the “land of opportunity.”

Reading

Students will explain why some immigrants settled in the Midwest, and what life was like for them.

Language

Students will demonstrate an understanding of the Tier 2 word supported.

Students will demonstrate an understanding of the multiple meaning word land.

Reading

Students will record information about immigration to the Midwest.

Formative Assessment

Activity Page 6.1: E Pluribus Unum Puzzle Students will record information about immigration to the Midwest.

Core Vocabulary: homestead legally officially supported

Read Aloud:A Land of Opportunity

Lesson 7: A Mosaic of Immigrants

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they have learned about immigration in the 1880s–1920s.

Reading

Students will explain how the United States is a mosaic of immigrants.

Language

Students will demonstrate an understanding of the Tier 3 word settlers.

Writing

Students will plan a letter describing life as a new immigrant in the United States.

Formative Assessment

Activity Page 7.1: Plan a Letter Students will plan a letter describing life as a new immigrant in the United States

Core Vocabulary: descendants famine mosaic settlers

Read Aloud:A Mosaic of Immigrants

Lesson 8: Becoming a Citizen

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they have learned about immigration in the 1880s–1920s.

Reading

Students will explain how the United States is a mosaic of immigrants.

Language

Students will demonstrate an understanding of the Tier 3 word settlers.

Writing

Students will plan a letter describing life as a new immigrant in the United States.

Formative Assessment

Activity Page 7.1: Plan a Letter Students will plan a letter describing life as a new immigrant in the United States

Core Vocabulary: citizen naturalized citizen principles rights

Read Aloud:Becoming a Citizen

Lesson 9: We the People

Primary Focus of the Lesson:

Speaking and Listening

Students will share what they already know about the United States government.

Reading

Students will explain the importance of the Constitution to the United States government and its citizens.

Language

Students will demonstrate an understanding of the word disagreement and the prefix dis-.

Speaking and Listening

Students will show that they understand what a constitution is by creating one.

Formative Assessment

Exit Pass: Written Response Students will explain the importance of the Constitution and Bill of Rights in the United States.

Core Vocabulary: amendments consent constitution disagreements

Read Aloud: We the People

Lesson 10: Immigration and Citizenship

Primary Focus of the Lesson:

Speaking and Listening

Students will review citizenship and the importance of the U.S. Constitution.

Reading

Students will explain the rights and responsibilities of U.S. citizens.

Language

Students will demonstrate an understanding of the Tier 2 word guaranteed.

Speaking and Listening

Students will identify similarities and differences in the experiences of immigrants in different parts of the United States.

Formative Assessment

Exit Pass: E Pluribus Unum Puzzle Students will identify similarities and differences in the experiences of immigrants in different parts of the United States.

Core Vocabulary: guaranteed jury refugees

Read Aloud: Immigration and Citizenship

Lesson 11: Knowledge 11 Domain Assessment

This domain assessment evaluates each student's retention of domain-specific and academic vocabulary words and the core content targeted in Immigration. The results should guide review and remediation the following day.

Skills Unit 6 Lessons 4-14

Lesson 4 Reading: Informational Text

Primary Focus of Lesson

Reading

Students will listen to the read-aloud “America in 1812, Part I,” will answer literal and inferential questions about key details in the text, and will identify details about the history of the United States after the Revolutionary War based on information in the read-aloud.

Foundational Skills

Students will read words featuring /e/ > ‘ea’.

Formative Assessment

Observation: Discussion Questions “America in 1812, Part I”

Lesson 5 Assessment: Spelling Assessment

Primary Focus of Lesson

Language

Students will spell dictated words featuring /n/ > ‘n’, /r/ > ‘wr’ and ‘r’, /w/ > ‘w’ and ‘wh’, /j/ > ‘g’ and ‘j’, and /f/ > ‘f’, ‘ff’, and ‘ph’, and will write three of the words in alphabetical order.

Reading

Students will read “Trouble with the British” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

Formative Assessment

Activity Page 5.1: Spelling Assessment

Activity Page 5.2: Chapter Questions “Trouble with the British”

Lesson 6 Reading: Informational Text

Primary Focus of Lesson

Reading

Students will reread “Trouble with the British” in pairs with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

Foundational Skills

Students will read and sort words with the tricky spelling ‘ea’ > /ee/ or /e/.

Language (Spelling)

Students will read and alphabetize words featuring r-controlled vowel patterns and will use the words in oral sentences.

Formative Assessment

Observation: Anecdotal Reading Record “Trouble with the British”

Activity Page 6.1: Chapter Questions “Trouble with the British”

Lesson 7 Reading and Grammar: Informational Text and Adverbs

Primary Focus of Lesson

Reading

Students will listen to the read-aloud “America in 1812, Part II,” and will answer literal and inferential questions about key details in the text.

Language (Grammar)

Students will learn that an adverb is a word that describes a verb, and will identify adverbs, nouns, and verbs in oral sentences.

Formative Assessment

Observation: Discussion Questions “America in 1812, Part II”

Activity Page 7.1: Verbs and Adverbs

Lesson 8 Reading and Spelling Alternatives: Informational Text and Introduce /er/ > ‘ar’, ‘or’

Primary Focus of Lesson

Reading

Students will read “The War Hawks” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer oral questions about key details in the text.

Foundational Skills

Students will read words with /er/ > ‘ar’ and ‘or’ and will recognize and distinguish between words that use ‘ar,’ ‘or,’ or ‘er’ to represent the /er/ sound.

Language (Grammar)

Students will identify verbs and adverbs in oral sentences.

Formative Assessment

Exit Pass: Offer an Opinion

Activity Page 8.1: Bubble the Sound

Exit Pass: Verb and Adverb

Lesson 9 Grammar: Adverbs

Primary Focus of Lesson

Reading

Students will reread “The War Hawks” in small groups, will answer written true/false questions, citing where they found the answer in the text, and will write a short speech, adopting the viewpoint of a War Hawk.

Language (Grammar) Students will identify verbs and adverbs in oral and written sentences, and will identify the verb modified by each adverb.

Formative Assessment

Observation: Anecdotal Reading Record “The War Hawks” (Group 1)

Activity Page 9.1: Chapter Questions “The War Hawks”

Activity Page 9.2: Adverbs

Lesson 10 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling, Grammar)

Students will spell dictated words with r-controlled vowel patterns and the Tricky Word war, and will write four of the words in alphabetical order.

Students will complete written sentences by adding a predicate to each subject, and will identify the subject and predicate in each sentence.

Differentiated Instruction

Students will practice working with a variety of letter-sound correspondences, will independently read “Trouble with the British,” and will identify various uses of common nouns, proper nouns, adjectives, and verbs in the text.

Formative Assessment

Activity Page 10.1: Spelling Assessment

Activity Page 10.2: Subject and Predicate

Activity Page 10.3: Parts of Speech (Group 2)

Lesson 11 Reading: Informational Text

Primary Focus of Lesson

Reading

Students will read “The War Starts” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, will answer true/false questions about key details in the text, and will place key events in the text in correct chronological order.

Foundational Skills

Students will read words with /k/ > ‘ch,’ and will complete fill-in-the-blank sentences with words featuring /k/ > ‘ch.’

Language (Spelling)

Students will read and alphabetize words featuring the spellings ‘ge’, ‘dge’, and ‘tion’, and the Tricky Word Europe.

Formative Assessment

Activity Page 11.1: Chapter Questions “The War Starts”

Activity Page 11.2: Tricky Spelling ‘ch’

Lesson 12 Grammar: Adverbs, Adjectives, and Complete Sentences

Primary Focus of Lesson

Reading

Students will partner read “The War Starts”, and will closely read the text by answering text-dependent

questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

Language (Grammar)

Students will distinguish between complete and incomplete sentences, will correct run-on sentences by rewriting each as two sentences, adding correct capitalization and punctuation, and will combine the ideas of a run-on sentence to create one sentence.

Students will identify adjectives and adverbs in oral sentences.

Formative Assessment

Observation: Anecdotal Reading Record “The War Starts”

Exit Pass: Offer an Opinion

Activity Page 12.1: Run-On Sentences

Lesson 13 Spelling Alternatives and Tricky Spelling: Introduce /ee/ > ‘i’ and Tricky Spelling ‘i’

Primary Focus of Lesson

Reading

Students will read “A Famous Ship” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer written multiple-choice questions about key details in the text.

Foundational Skills

Students will read words with the tricky spelling ‘i’ > /ee/ and will place the words on the appropriate branch of the Spelling Tree.

Students will sort words with ‘i’ > /i/, /ie/, or /ee/ into the appropriate columns.

Formative Assessment

Exit Pass: Make Connections

Activity Page 13.1: Tricky Spelling ‘i’

Lesson 14 Review: Tricky Spelling ‘i’

Primary Focus of Lesson

Reading

Students will partner read “A Famous Ship”, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text, and will answer written multiple-choice questions about key details in the text.

Foundational Skills

Students will read words with the tricky spelling ‘i’, and will complete fill-in-the-blank sentences with words featuring the tricky spelling ‘i’.

Formative Assessment

Observation: Anecdotal Reading Record “A Famous Ship”

Activity Page 14.1: Chapter Questions “A Famous Ship”

Activity Page 14.2: Fill in the Blank Tricky Spelling ‘i’

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 11- Lessons 1-14*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 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.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility,

persistence).

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 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.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Science

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Grade 2 Knowledge Unit 12: Fighting for a Cause

Stage 1-Desired Results

Unit Summary

Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students explore the connection between ideas and actions and see how people can do extraordinary things to change a nation's understanding and actions.

Unit Goals

- Demonstrate understanding of key vocabulary
- Cite evidence from the text when answering questions
- Make connections and sequence information to deepen comprehension
- Draft, edit, and publish free verse poetry
- Domain Assessment

Essential Questions:

- How does an author support what he says in the text?
- How do I find facts (reasons) in the text to support points the author makes?
- How do writers express an opinion?
- How can I use evidence to support my opinion?
- How do I introduce the topic or book when writing my opinion?
- Why should I supply reasons to support my opinion?
- How can I use linking words to connect my opinion and reasons?
- Why should I use a concluding statement or section when giving my opinion?

Enduring Understandings:

- Despite facing immeasurable odds, many ordinary people have stood up and fought for a cause in which they believed.
- Some of these beliefs are the abolition of slavery, the right of women to vote, and the welfare of migrant workers.
- These heroic people used nonviolent means to make their voices heard, and in doing so, changed peoples' minds, changed laws, and inspired others to make a difference.

NJSLS

Knowledge:

Lesson 1:

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.

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

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

meanings.

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

Lesson 2:

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

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.

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

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

Lesson 3:

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

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.

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

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

Lesson 4:

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

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.

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

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

Lesson 5:

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

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.

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

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

Lesson 6:

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

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.

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

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

Lesson 7:

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

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

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

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

Lesson 8:

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

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.

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

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

Lesson 9:

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

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

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

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

Skills:

Unit 6 Lesson 15:

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

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.

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

RL.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.

Unit 6 Lesson 16:

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.

RL.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.

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.

Unit 6 Lesson 17:

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.

RL.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.

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

Unit 6 Lesson 18:

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

RL.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.

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.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.

Unit 6 Lesson 19:

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.

RL.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.

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.

Unit 6 Lesson 20:

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

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

RL.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.

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

Unit 6 Lesson 21:

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.

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.

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.

Unit 6 Lesson 22:

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

RL.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.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

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

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

Unit 6 Lesson 23:

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.

RL.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.

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

Unit 6 Lesson 24:

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

RL.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.

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

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

Unit 6 Lesson 25:

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.

RL.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.

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.

Unit 6 Lesson 26:

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.

RL.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.

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.

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

Unit 6 Lesson 27:

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

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

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.

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

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

Unit 6 Lesson 28:

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

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

Unit 6 Lesson 29:

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

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

Unit 6 Lesson 30:

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

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

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

Unit 6 Lesson 31:

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

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

RL.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.

Unit 6 Lesson 32:

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

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

RL.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.

Unit 6 Lesson 33:

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

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

RL.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.

Unit 6 Lesson 34:

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

RL.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.

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.

Unit 6 Lesson 35:

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

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.

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

Unit 6 Lesson 36:

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.

RL.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.

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.

Stage 2-Assessment

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of the Unit Assessments
- Benchmark Assessment - DIBELS, STAR Reading

Stage 3- Learning Plan

Lesson 1: People Who Fought for a Cause

Primary Focus of the Lesson:

Language

Students will review the various meanings of the words fighting and cause.

Reading

Students will describe the reasons the author gives to support the statement that the people in this domain made the world a fairer place.

Language

Students will demonstrate an understanding of the Tier 2 word courage.

Writing

Students will study the structure and form of free verse poetry.

Formative Assessment

Exit Pass: List the Reasons Students will describe at least two reasons the author gives to support the statement that the people in this domain made the world a fairer place.

Core Vocabulary: civil rights courage discrimination equal rights inequality nonviolence

Read Aloud: People Who Fought for a Cause

Lesson 2: Susan B. Anthony: An Advocate for Women’s Rights

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they learned about Susan B. Anthony and the rights for which she fought.

Reading

Students will explain the connection between Susan B. Anthony and women’s rights.

Language

Students will demonstrate an understanding of the Tier 3 word ballots.

Writing

Students will write a free verse poem in which they express an opinion about Susan B. Anthony’s achievements.

Formative Assessment

Activity Page 2.2: Susan B. Anthony Free Verse Poem Students will write a free verse poem in which they express an opinion about Susan B. Anthony’s achievements

Core Vocabulary: abolitionists ballots influential jury suffrage

Read Aloud:Susan B. Anthony: An Advocate for Women’s Rights

Lesson 3: Eleanor Roosevelt: A Voice for Human Rights

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about civil rights, Susan B. Anthony, and Abraham Lincoln.

Reading

Students will explain the connection between Eleanor Roosevelt and the fight for human rights.

Language

Students will demonstrate an understanding of the Tier 2 word admirable.

Writing

Students will write a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements.

Formative Assessment

Activity Page 3.2: Eleanor Roosevelt Free Verse Poem Students will write a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements.

Core Vocabulary: admirable devotion First Lady human rights politics

Read Aloud: Eleanor Roosevelt: A Voice for Human Rights

Lesson 4: Mary McLeod Bethune: A Dedicated Teacher

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about Susan B. Anthony and Eleanor Roosevelt.

Reading

Students will explain how Mary McLeod Bethune improved the lives of African American girls.

Language

Students will demonstrate an understanding of the Tier 2 word proud.

Writing

Students will write a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements.

Formative Assessment

Activity Page 4.2: Mary McLeod Bethune Free Verse Poem Students will write a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements

Core Vocabulary: federal health care privilege proud scholarship society

Read Aloud: Mary McLeod Bethune: A Dedicated Teacher

Lesson 5: Jackie Robinson: Champion of Equality

Primary Focus of the Lesson:

Speaking and Listening

Students will explain what Mary McLeod Bethune did to help African American girls.

Reading

Students will explain how Jackie Robinson fought for civil rights in sports.

Language

Students will demonstrate an understanding of the Tier 2 word challenge.

Writing

Students will write a free verse poem in which they express an opinion about Jackie Robinson's achievements.

Formative Assessment

Activity Page 5.3: Jackie Robinson Free Verse Poem Students will write a free verse poem in which they express an opinion about Jackie Robinson's achievements

Core Vocabulary: challenge gamble hostility intimidate teammates

Read Aloud: Jackie Robinson: Champion of Equality

Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson.

Reading

Students will explain the connection between a bus and Rosa Parks's fight for civil rights.

Language

Students will demonstrate an understanding of the Tier 3 word boycott.

Writing

Students will write a free verse poem in which they express an opinion about Rosa Parks's achievements.

Formative Assessment

Activity Page 6.2: Rosa Parks Free Verse Poem Students will write a free verse poem in which they express

an opinion about Rosa Parks's achievement

Core Vocabulary: assign boycott disrupted injustice segregation

Read Aloud:Rosa Parks: The Mother of the Civil Rights Movement

Lesson 7: Martin Luther King Jr.: Defender of the Dream

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, and Rosa Parks.

Reading

Students will identify the main purpose of "Martin Luther King Jr.: Defender of the Dream."

Language

Students will demonstrate an understanding of the Tier 2 word extraordinary.

Writing

Students will write a free verse poem in which they express an opinion about Martin Luther King Jr.'s achievements.

Formative Assessment

Activity Page 7.2: Martin Luther King Jr. Free Verse Poem Students will write a free verse poem in which they express an opinion about Martin Luther King Jr.'s achievements

Core Vocabulary: activists banned character extraordinary minister sit-ins

Read Aloud:Martin Luther King Jr.: Defender of the Dream

Lesson 8: Cesar Chavez: Protector of Workers' Rights

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King Jr.

Reading

Students will explain the connection between Cesar Chavez and human rights for farm workers.

Language

Students will demonstrate an understanding of the Tier 3 word plight.

Writing

Students will write a free verse poem in which they express an opinion about Cesar Chavez’s achievements.

Formative Assessment

Activity Page 8.2: Cesar Chavez Free Verse Poem Students will write a free verse poem in which they express an opinion about Cesar Chavez’s achievements

Core Vocabulary: heritage instructing migrant workers organizer plight strikes

Read Aloud: Cesar Chavez: Protector of Workers’ Rights

Lesson 9: Celebrating Those Who Fought for a Cause

Primary Focus of the Lesson:

Speaking and Listening

Students will summarize the achievements of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez.

Reading

Students will describe the facts that support the author’s statement that these were extraordinary people who brought about new, fairer laws.

Language

Students will demonstrate an understanding of the Tier 2 word obstacles

Writing

Students will revise, edit, and publish a free verse poem.

Formative Assessment

Activity Page 9.1: Free Verse Poem Students will revise, edit, and publish a free verse poem

Core Vocabulary: democratic dignity disabilities obstacles taxes

Read Aloud: Celebrating Those Who Fought for a Cause

Lesson 10: Knowledge 12 Domain Assessment

This two-day domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Fighting for a Cause. The results should guide review and remediation the following days.

Skills Unit 6 Lessons 15-36

Lesson 15 Assessment: Spelling Assessment

Language (Spelling)

Students will spell dictated words featuring the spellings ‘ge’, ‘dge’, and ‘tion’, and the Tricky Word Europe, and will write three of the words in alphabetical order.

Reading

Students will read “The Attack on Washington, D.C.” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will arrange written sentences describing key events from the text in correct sequential order.

Language (Grammar)

Students will correct run-on sentences by rewriting each as two sentences, or combining the ideas of the run-on sentence to create one sentence, and will identify the correct use of apostrophes.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Activity Page 15.2: Sequence Key Events “The Attack on Washington, D.C.”

Activity Page 15.3: Run-On Sentences and Apostrophes

Lesson 16 Reading: Close Reading

Primary Focus of Lesson

Reading

Students will partner read “The Attack on Washington, D.C.,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

Foundational Skills

Students will read and sort words featuring the tricky spelling ‘i’ > /i/, /ie/ or /ee/.

Language (Spelling)

Students will read and alphabetize one-, two-, and three-syllable words from The War of 1812.

Formative Assessment

Observation: Anecdotal Reading Record “The Attack on Washington, D.C.”

Exit Pass: Offer an Opinion

Exit Pass: Identify Sound of ‘I’

Lesson 17 Grammar: Building Sentences

Primary Focus of Lesson

Reading

Students will read “The Burning of Washington, D.C.” with purpose and understanding, will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer literal questions about key details in the text.

Language (Grammar)

Students will add details to create more complex sentences.

Differentiated Instruction

Students will identify different parts of speech in “The Burning of Washington, D.C.,” will read word pairs

and determine whether targeted letters in each word make the same sound, and will identify verbs and adverbs in sentences.

Formative Assessment

Observation: Discussion Questions “The Burning of Washington, D.C.”

Activity Page 17.1: Parts of Speech (Group 1)

Activity Page 17.2: Same or Different? (Group 2)

Activity Page 17.3: Verbs and Adverbs (Group 2)

Lesson 18 Grammar: Building Sentences

Primary Focus of Lesson

Reading

Students will reread “The Burning of Washington, D.C.,” will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

Language (Grammar)

Students will expand complete simple and compound sentences orally, and will rewrite a simple sentence four times, adding more details each time.

Formative Assessment

Observation: Anecdotal Reading Record “The Burning of Washington, D.C.” (Group 1)

Activity Page 18.1: Chapter Questions “The Burning of Washington, D.C.”

Activity Page 18.2: Build Sentences

Lesson 19 Reading: Informational Text

Primary Focus of Lesson

Reading

Students will read “The Attack on Baltimore” with purpose and understanding, will use online dictionaries and print/digital dictionaries to clarify the meaning of words, and will answer literal and inferential questions about key details in the text.

Foundational Skills

Students will sort and read words featuring /ə/ > ‘a’ and ‘e’, and two-syllable words featuring /ə/ + /l/ and /sh/ + /ə/ + /n/.

Formative Assessment

Observation: Discussion Questions “The Attack on Baltimore”

Lesson 20 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell one-, two-, and three-syllable dictated words and the Tricky Word Ironsides, and will write

four of the words in alphabetical order.

Reading

Students will partner read “The Attack on Baltimore”, and will answer multiple-choice questions and a short answer question about the chapter.

Formative Assessment

Activity Page 20.1: Spelling Assessment

Observation: Anecdotal Reading Record “The Attack on Baltimore”

Activity Page 20.2: Chapter Questions “The Attack on Baltimore”

Lesson 21 Reading: Informational Text

Primary Focus of Lesson

Reading

Students will read “Francis Scott Key and the National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer true/false questions about key details in the text.

Foundational Skills

Students will complete fill-in-the-blank sentences to review a variety of sound/spellings.

Language (Spelling)

Students will read and alphabetize one-, two-, and three-syllable words from The War of 1812.

Formative Assessment

Activity Page 21.1: Chapter Questions “Francis Scott Key and the National Anthem”

Activity Page 21.2: Find the Secret Message

Lesson 22 Reading: Close Reading

Primary Focus of Lesson

Reading

Students will partner read “Francis Scott Key and the National Anthem,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

Writing

Students will learn that a topic sentence informs the reader about the subject of a paragraph, and will identify the topic sentences in three paragraphs.

Differentiated Instruction

Students will read multisyllable words featuring /ee/ > ‘i,’ and will use the words to complete fill-in-the-blank sentences, and will add details to create more complex sentences.

Formative Assessment

Observation: Anecdotal Reading Record “Francis Scott Key and the National Anthem”

Activity Page 22.1: Topic Sentences

Activity Page 22.2: Build Sentences (Group 1)

Activity Page 22.3: Find the Secret Message (Group 2)

Lesson 23 Writing: Paragraph Writing

Primary Focus of Lesson

Reading

Students will read “Andrew Jackson” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will write answers to questions about key details in the text in complete sentences.

Writing

Students will create a paragraph by writing three sentences to follow a short topic sentence.

Foundational Skills

Students will alphabetize one- and two-syllable words.

Formative Assessment

Activity Page 23.1: Chapter Questions “Andrew Jackson”

Activity Page 23.2: Create a Paragraph

Activity Page 23.3: Alphabetize Words

Lesson 24 Reading: Close Reading

Primary Focus of Lesson

Reading

Students will partner read “Andrew Jackson,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

Language (Grammar)

Students will rewrite sentences with correct capitalization and punctuation, will change singular nouns to plural nouns, will identify the verb tense of written sentences, will distinguish between complete and incomplete sentences, and will rewrite run-on sentences as single sentences.

Formative Assessment

Observation: Anecdotal Reading Record “Andrew Jackson”

Activity Page 24.1: Practice Grammar

Lesson 25 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated one-, two-, and three-syllable words from The War of 1812, and will write four of the words in alphabetical order.

Reading

Students will read “The End of the War” with purpose and understanding, and will answer multiple-choice questions and short answer questions about key details in the text.

Foundational Skills

Students will read one- and two-syllable words with /o/ > ‘a’ and ‘wa,’ and will use these words to complete fill-in-the-blank sentences.

Formative Assessment

Activity Page 25.1: Spelling Assessment

Activity Page 25.2: Chapter Questions “The End of the War”

Activity Page 25.3: Fill in the Blank /o/ > ‘a’ and ‘wa’

Lesson 26 Reading: Close Reading

Primary Focus of Lesson

Reading

Students will partner read “The End of the War,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

Foundational Skills

Students will review /o/ > ‘a’ and ‘wa,’ will read two- and three-syllable words featuring the sound/spelling, and will read sentences featuring words with /o/ > ‘a’ and ‘wa’ and match pictures with the sentences.

Language (Spelling)

Students will read and alphabetize multisyllable words from The War of 1812.

Formative Assessment

Observation: Anecdotal Reading Record “The End of the War”

Activity Page 26.1: Match Pictures and Sentences /o/ > ‘a’ and ‘wa’

Lesson 27 Unit Assessment: The War of 1812

Primary Focus of Lesson

Reading

Students will answer multiple-choice questions and one short-answer question assessing their knowledge of the information they have read in The War of 1812.

Writing

Students will read a letter and questions about the national anthem from Mr. Mowse.

Foundational Skills

Students will read words with the tricky spelling ‘a’ > /a/, /ae/, /o/, and /ə/.

Differentiated Instruction

Students will identify examples of different parts of speech in “The End of the War,” will write sentences about Andrew Jackson, and will identify whether sentences are complete or incomplete.

Formative Assessment

Activity Page 27.1: The War of 1812

Activity Page 27.3: Parts of Speech (Group 1)

Activity Page 27.4: Complete or Incomplete Sentence? (Group 2)

Lesson 28 Writing: Paragraphs

Primary Focus of Lesson

Writing

Students will select and mark the topic sentences and concluding sentences of paragraphs, will number the remaining sentences in correct order, and will identify and cross out sentences that do not stay on the topic.

Foundational Skills

Students will alphabetize words to the second letter.

Students will read words with the tricky spelling ‘a,’ and will use those words to complete fill-in-the-blank sentences.

Formative Assessment

Activity Page 28.1: The War of 1812: A Report by Mr. Mowse

Activity Page 28.2: Staying on Topic

Activity Page 28.3: Alphabetize Words

Activity Page 28.4: Find the Secret Message Tricky Spelling ‘a’

Lesson 29 Writing: Write a Report

Primary Focus of Lesson

Writing

Students will fill in a template outlining the writing process for reports.

Students will read questions addressing information about the War of 1812, and will produce topic listings that cover the questions asked.

Students will read sentences that go with a topic, and will write a topic sentence and a concluding sentence for each topic.

Formative Assessment

Activity Page 29.3: Topic and Concluding Sentence

Lesson 30 Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated multisyllable words from The War of 1812 and the Tricky Word New Orleans, and will write four of the words in alphabetical order.

Reading

Students will partner read “Francis Scott Key and the National Anthem,” and will answer inferential and evaluative questions about key details in the text.

Writing

Students will read a paragraph and label the topic sentence, and will identify and cross out sentences that do not stay on the topic.

Formative Assessment

Activity Page 30.1: Spelling Assessment

Observation: Anecdotal Reading Record “Francis Scott Key and the National Anthem”

Observation: Discussion Questions “Francis Scott Key and the National Anthem”

Activity Page 30.2: Identify Topic and Irrelevant Sentence

Lesson 31 Writing: Take Notes

Primary Focus of Lesson

Reading

Students will read “Our National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer questions about key details in the text.

Writing

Students will take notes on “Our National Anthem” by answering literal questions about key details in the text, and will brainstorm additional questions about the topic.

Formative Assessment

Activity Page 31.1: Take Notes on “Our National Anthem”

Lesson 32 Writing: Take Notes

Primary Focus of Lesson

Reading

Students will read “Making Sense of the National Anthem” with purpose and understanding, and will answer questions about key details in the text.

Writing

Students will take notes on “Making Sense of the National Anthem” by answering literal questions about key details in the text, and will brainstorm additional questions about the topic.

Formative Assessment

Activity Page 32.1: Take Notes on “Making Sense of the National Anthem”

Lesson 33 End-of-Year Assessment: Silent Reading Comprehension

Primary Focus of Lesson

Reading

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text.

Writing

Students will use their notes on “Making Sense of the National Anthem” to write the first draft of the second

paragraph of a report on the national anthem, and will use an editing checklist to review what they have written.

Formative Assessment

Activity Page 33.5: Report Draft Second Paragraph

Lesson 34 End-of-Year Assessment: Fluency

Primary Focus of Lesson

Reading

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text.

Writing

Students will use their notes on “Making Sense of the National Anthem” to write the first draft of the second paragraph of a report on the national anthem, and will use an editing checklist to review what they have written.

Formative Assessment

Activity Page 33.5: Report Draft Second Paragraph

Lesson 35 End-of-Year Assessment: Word Reading in Isolation

Primary Focus of Lesson

Foundational Skills

Students will read one-, two-, and three-syllable words, in isolation, featuring short, long, and r-controlled vowels and tricky spellings.

Writing

Students will use an editing checklist to review what they have written, and will complete their reports on the national anthem.

Formative Assessment

Activity Page 35.3: Writing Rubric for the War of 1812 Report

Lesson 36 End-of-Year Assessment: Fluency and Word Reading in Isolation

Primary Focus of Lesson

Reading

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text.

Foundational Skills

Students will read one-, two-, and three-syllable words featuring short, long, and r-controlled vowels and tricky spellings in isolation.

Writing

Students will use an editing checklist to review what they have written, and will complete their reports on the national anthem.

Formative Assessment

Activity Page 35.3: Writing Rubric for the War of 1812 Report

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 12- Lessons 1-36*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare evidence from text that supports answers

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- 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 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. • 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Science

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- EPIC Reading
- RAZ Kids Plus
- IXL Math and Language Arts

Mandates

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.

Holocaust Law: 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.

Pacing Guide

<u>Knowledge Unit Name</u>	<u>Duration (Months)</u>	<u>Marking Period</u>
1 Fairy Tales and Tall Tales	12	1
2 Early Asian Civilizations	18	1
3 The Ancient Greek Civilization	17	1, 2
4 Greek Myths	15	2
5 The War of 1812	13	2
6 Cycles in Nature	15	3
7 Westward Expansion	14	3
8 Insects	12	3
9 The U. S. Civil War	16	4
10 The Human Body: Building Blocks and Nutrition	15	4
11 Immigration	17	4
12 Fighting for a Cause	17	4