

*Dumont Public Schools*  
*Dumont, New Jersey*

# **ENGLISH LANGUAGE ARTS (ELA)**

## **GRADE 2 CURRICULUM MAP**

*\*REVISED June 2018 by ELA Curriculum Committee*  
*Aligned to the New Jersey Student Learning Standards*

[Born Date: August 24, 2017]  
B.O.E. Adopted August 23, 2018

**Unit 1 Exploration**

**Seven Weeks - 35 Days**

<u>Anchor Standards</u>	<u>Standards/ Objectives</u>	<u>Interdisciplinary Standards:</u>	<u>Essential Questions</u>	<u>Activities</u>	<u>Key Resources</u>	<u>Assessments</u>
NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5. NJSLSA.R6. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. NJSLSA.R10.	RL.2.1 RL.2.2 RL.2.3 RL.2.4. RL.2.5 RL.2.6 RL.2.7 RL.2.10  RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RF.2.3 RF.2.2 RF.2.4 W.2.2 W.2.3 W.2.5 W.2.7 W.2.8 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6  SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	<p><b>NJSLS Social Studies Standards</b></p> <p>6.3.4.A.2</p> <p><b>21<sup>st</sup> Century Life and Careers Standards:</b></p> <p><b>Career Awareness Exploration &amp; Preparation</b></p> <p>9.2.4.A.1 9.2.4.A.2</p> <p><b>NJSLS Technology Standards</b></p> <p>8.1.2.A.2</p>	<p>What can we learn exploring new places and things? (Pearson)</p> <p>How can we apply grade-level phonics and word analysis skills in decoding? (Spelling)</p>	<p>Students will explain, chart /diagram the characteristics of the seasons and how they relate to everyday life. (Reference: Fossweb.com)</p> <p>Students will write, label and illustrate poems for one of the four seasons. (Combined activities)</p> <p>Students will write a personal narrative piece explaining a family tradition including details about the season it occurs. (Example: apple picking, fall)</p> <p>Students will write a paragraph explaining something they learned about space. (Pearson)</p>	<p><b>Henry and Mudge and the Wild Wind (class set)</b> by Cynthia Rylant (Lexile 400) Shared Reading</p> <p><b>*The Twin Club Realistic (Fiction and Social Studies)</b></p> <p><b>*Exploring Space (Expository and Science) AR Quiz # 80362</b></p> <p><b>*A Trip to Space Camp (Expository and Science)</b></p> <p><b>*Henry and Mudge and the Starry Night AR Quiz #19222</b></p> <p><b>*A Walk in the Desert (Expository and Science) AR Quiz # 47353</b></p>	<p><b>*Think Critically Questions for Each Topic</b></p> <p><b>*Weekly Test</b></p> <p><b>*Weekly Phonics Dictation (Spelling) Test</b></p> <p><b>*DRA, Dibels, Star Benchmark Test</b></p> <p><b>*End of the Unit Benchmark Test</b></p> <p><b>Optional Resources</b></p> <p>“Autumn” By Emily Dickinson</p> <p><b>“Something Told the Wild Geese”</b> By Rachel Field</p> <p><b>“Who Has Seen the Wind?”</b> By Christina Rossetti</p> <p><b>“Stopping by Woods on a Snowy Evening”</b> By Robert Frost</p> <p><b>“In November” (read aloud)</b> by Cynthia Rylant (Lexile 440)Read Aloud</p>

<p><b>Suggested Strategies for English as a Second Language (ESL) Students *(See Teacher's Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>● Consultation with ESL staff</li> <li>● Pre-teach concepts</li> <li>● Support comprehension with visual support</li> <li>● Use modified read alouds on the teacher resource DVD</li> <li>● Use Pearson's ELL Handbook and Posters</li> <li>● Use Teacher Resources found on SuccessNET (ELL)</li> <li>● <a href="#">Can Do Key Uses Grade 2-3</a></li> </ul>		<p><b>Suggested Strategies for Gifted and Talented Students *(See Teacher's Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>		<p><b>Suggested Strategies for At Risk Students *(See Teacher's Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work Provide copy of class notes</li> <li>● Small Group</li> </ul>		<p><b>Suggested Strategies for Special Education Students/ 504 Plans *(See Teacher's Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>● Consultation with Special Education staff</li> <li>● See IEP/504</li> <li>● Leveled Readers for each Story (Book or Online Access)</li> <li>● Graphic Organizers</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> </ul>
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**Unit 2 Working Together**

**Five Weeks - 25 Days**

<u>Anchor Standards</u>	<u>Standards/ Objectives</u>	<u>Interdisciplinary Standards:</u>	<u>Essential Questions</u>	<u>Activities</u>	<u>Key Resources</u>	<u>Assessments</u>
NJLSA.R1. NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R5. NJLSA.R6. NJLSA.R7. NJLSA.R8. NJLSA.R9. NJLSA.R10.	<p>RL.2.1. RL.2.3. RL.2.5.</p> <p>RI.2.1. RI.2.2. RI.2.4. RI.2.5 RI.2.6. RI.2.7. RI.2.8. RI.2.9. RI.2.10.</p> <p>W.2.2. W.2.3. W.2.5. W.2.7. W.2.8.</p> <p>SL.2.1. SL.2.2. SL.2.3. SL.2.6.</p> <p>RF.2.3. RF.2.4.</p> <p>L.2.1. L.2.2. L.2.4. L.2.5. L.2.6.</p>	<p><b><u>NJSLS Social Studies Standards</u></b> 6.3.4.A.1 6.1.4.D.12</p> <p><b><u>21<sup>st</sup> Century Life and Careers Standards:</u></b></p> <p><b><u>Career Ready Practices</u></b>  CRP3</p> <p><b><u>Personal Financial Literacy</u></b>  9.1.4.F.1 9.1.4.G.1</p> <p><b><u>Career Awareness Exploration &amp; Preparation</u></b>  9.2.4.A.1 9.2.4.A.2</p> <p><b><u>NJSLS Technology Standards</u></b>  8.1.2.A.2</p>	<p>What can we learn exploring new places and things? (Pearson)</p> <p>How can we apply grade-level phonics and word analysis skills in decoding? (Spelling)</p>	<p><b><u>Think Critically Questions should be done for all Pearson stories.</u></b></p> <p>Students will write a narrative essay retelling the story of Thanksgiving from the perspective of one of its participants, responding to major and challenges of the historical period.</p> <p>Students will write an expository essay explaining their wishes for the world during this season of giving.</p>	<p><b>Scholastic's Plimoth Plantation interactive video</b></p> <p><b><i>The Thanksgiving Story</i></b> by Anne McGovern (Lexile 460) Shared Reading</p> <p><b><i>*Tara and Tiree, Fearless Friends</i></b> (Literary nonfiction and Social Studies) <b>AR Quiz # 65214</b></p> <p><b><i>*Rescue Dogs</i></b> (Expository and Social Studies)</p> <p><b><i>*Abraham Lincoln</i></b> (Informational Text and Social Studies)</p> <p><b><i>*Lincoln Poem</i></b></p> <p><b><i>*Scarcity</i></b> (Expository -Social Studies) <b>AR Quiz # 104161</b></p>	<p><b><u>Assessments</u></b> *Think Critically Questions for Each Topic *Weekly Test *Weekly Phonics Dictation (Spelling) Test *DRA, Dibels, Star Benchmark Test *End of the Unit Benchmark Test</p> <p><b><u>Optional Resources</u></b> <b><i>How Many Days to America?</i></b> by Eve Bunting (Lexile 575) <b><i>The Polar Express</i></b> by Chris Van Allsburg (Lexile 520) <b><i>December</i></b> by Eve Bunting (Lexile 525) <b><i>Thank You Sarah</i></b> by Laurie Halse Anderson (Lexile 350) <b><i>*The Bremen Town Musicians</i></b> (Drama, Fairy Tale, and Social Studies) <b><i>*One Good Turn Deserves Another optional</i></b> (Folk Tale and Social Studies) <b><i>*Arthur's Thanksgiving</i></b> by Marc Brown (Lexile 440) Shared Reading <b>AR Quiz # 10453</b></p>

<p><b><u>Suggested Strategies for English as a Second Language (ESL) Students</u></b>  <b><u>*(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with ESL staff</li> <li>• Pre-teach concepts</li> <li>• Support comprehension with visual support</li> <li>• Use modified read alouds on the teacher resource DVD</li> <li>• Use Pearson's ELL Handbook and Posters</li> <li>• Use Teacher Resources found on SuccessNET (ELL)</li> <li>• <a href="#">Can Do Key Uses Grade 2-3</a></li> </ul>		<p><b><u>Suggested Strategies for Gifted and Talented Students</u></b> *(See Teacher's Resources for More Strategies)</p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>		<p><b><u>Suggested Strategies for At Risk Students</u></b>  <b><u>*(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>● Extended time to complete class work Provide copy of class notes</li> <li>• Small Group</li> </ul>		<p><b><u>Suggested Strategies for Special Education Students/ 504 Plans</u></b>  <b><u>*(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with Special Education staff</li> <li>• See IEP/504</li> <li>• Leveled Readers for each Story (Book or Online Access)</li> <li>• Graphic Organizers</li> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>• Extended time to complete class work</li> <li>• Provide copy of class notes</li> </ul>
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<u>Anchor Standards</u>	<u>Standards/ Objectives</u>	<u>Interdisciplinary Standards:</u>	<u>Essential Questions</u>	<u>Activities</u>	<u>Key Resources</u>	<u>Assessments</u>
NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5. NJSLSA.R6. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. NJSLSA.R10.	RL.2.1 RL.2.2 RL.2.3 RL.2.4. RL.2.5 RL.2.6 RL.2.7 RL.2.10	<u>NJSLS Social Studies Standards</u> 6.3.4.A.1 6.1.4.D.12	What does it mean to be creative?  How can we apply grade-level phonics and word analysis skills in decoding? (Spelling)	<u>Think Critically</u> <u>Questions should be done for all Pearson stories.</u>  Students will write a narrative a poem in which someone solves a problem. (Rhyming optional)	<u>*Pearl and Wagner : Two Good Friends Fantasy and Science</u> <i>Alberto, the Scientist Autobiography and Science</i> AR Quiz # 68290 *Dear Juno Realistic Fiction	*Think Critically Questions for Each Topic *Weekly Test *Weekly Phonics Dictation (Spelling) Test *DRA, Dibels, Star Benchmark Test *End of the Unit Benchmark Test
	RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.6 RI.2.7	<u>21<sup>st</sup> Century Life and Careers Standards:</u>			*Rosa and Blanca Realistic Fiction and Social Studies	<u>Optional Resources</u>  Martin Luther King Poem Henry's Freedom Box by Ellen Levine (Lexile 380)
	RF.2.3 RF.2.2 RF.2.4	<u>Career Ready Practices</u> CRP2 CRP4 CRP6		In Cooperative Learning Groups, students will research and create a poster using key words to explain the life of an influential figure. (Martin Luther King, Ruby Bridges, Henry Box Brown and Harriet Tubman)	*The Crow and the Pitcher Fable /Social Studies AR Quiz # 76080	Martin's Big Words by Doreen Rappaport (Lexile 410)
	W.2.2 W.2.3 W.2.5 W.2.7 W.2.8	<u>Personal Financial Literacy</u>  9.1.4.F.1 9.1.4.G.1			*A Weed is a Flower Biography and Science (Ruby Bridges at this time.) AR Quiz # 29786 *What's made from Corn? 21 <sup>st</sup> Century skills	Social Studies Text We the People, Unit 3
	L.2.1 L.2.2 L.2.4 L.2.5 L.2.6	<u>Career Awareness Exploration &amp; Preparation</u>			Ruby Bridges by Robert Coles (Lexile 730) class set AR Quiz # 14855	*Pearson Leveled Reader: A Boy Named Martin
	SL.2.1 SL.2.2 SL.2.3 SL.2.4	9.2.4.A.1 9.2.4.A.2				Goin' Somewhere Special by Patricia McKissack ( Lexile 550)
		<u>NJSLS Technology Standards</u>				The Other Side by Jacqueline Woodson ( Lexile 300) Dreams by Langston Hughes
		8.1.2.A.2				A Sweet Smell of Roses by Angela Johnson (Lexile 710) class set (optional) AR Quiz # 84099

<p><b><u>Suggested Strategies for English as a Second Language (ESL) Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with ESL staff</li> <li>• Pre-teach concepts</li> <li>• Support comprehension with visual support</li> <li>• Use modified read alouds on the teacher resource DVD</li> <li>• Use Pearson's ELL Handbook and Posters</li> <li>• Use Teacher Resources found on SuccessNET (ELL)</li> <li>• <a href="#">Can Do Key Uses Grade 2-3</a></li> </ul>			<p><b><u>Suggested Strategies for Gifted and Talented Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>	<p><b><u>Suggested Strategies for At Risk Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>● Extended time to complete class work Provide copy of class notes</li> <li>• Small Group</li> </ul>		<p><b><u>Suggested Strategies for Special Education Students/ 504 Plans *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with Special Education staff</li> <li>• See IEP/504</li> <li>• Leveled Readers for each Story (Book or Online Access)</li> <li>• Graphic Organizers</li> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>• Extended time to complete class work</li> <li>• Provide copy of class notes</li> </ul>
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<u>Anchor Standards</u>	<u>Standards/ Objectives</u>	<u>Interdisciplinary Standards:</u>	<u>Essential Questions</u>	<u>Activities</u>	<u>Key Resources</u>	<u>Assessments</u>
<p>NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5. NJSLSA.R6. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. NJSLSA.R10.</p>	<p>RI.2.1. RI.2.3. RI.2.5.  RI.2.1. RI.2.2. RI.2.4. RI.2.5 RI.2.6. RI.2.7. RI.2.8. RI.2.9. RI.2.10.  W.2.2. W.2.3. W.2.5. W.2.7. W.2.8.  SL.2.1. SL.2.2. SL.2.3. SL.2.6.  RF.2.3. RF.2.4.  L.2.1. L.2.2. L.2.4. L.2.5. L.2.6</p>	<p><b>NJSLS Social Studies Standards</b> 6.1.4.D.12  <b>NJSLS Science</b> 2-PS1-1 2-PS1-2 2-PS1-3 2-PS1-4  2-ESS1-1 2-ESS2-1 2-ESS2-2 2-ESS2-3 K-2-ETS1-1 K-2- ETS1-2  <b>21<sup>st</sup> Century Life and Careers Standards:</b>  <b>Career Ready Practices</b> CRP2 CRP4  <b>Personal Financial Literacy</b>  9.1.4.F.1</p>	<p>How can familiar things help us with changes?  How can we apply grade-level phonics and word analysis skills in decoding? (Spelling)</p>	<p><b>Think Critically Questions should be done for all Pearson stories.</b>  <i>Students will write a friendly letter to persuade the reader to visit a place that interests you.</i>  <i>Students will write an explanation of how something changes from season to season.</i>  <i>Students will write a thank-you note (narrative) to someone who has prepared food for you.</i></p>	<p><b>* A Froggy Fable</b> <i>Fable/Social Studies/ Science</i> <b>AR Quiz #86378</b>  <b>*Ben the Bull Frog</b> <i>Tall Tale/Social Studies</i>  <b>*Life Cycle of a Pumpkin</b> <i>Expository /Science</i> <b>AR Quiz #60927</b>  <b>*How do seeds know which way is up?</b> Poetry  <b>*The First Tortilla</b> <i>Legend/Science</i> <b>AR Quiz #72919</b> <b>*Wind</b> Expository/Science</p>	<p><b>*Think Critically Questions for Each Topic</b> <b>*Weekly Test</b> <b>*Weekly Phonics Dictation (Spelling) Test</b> <b>*DRA, Dibels, Star Benchmark Test</b> <b>*End of the Unit Benchmark Test</b>  <b>Optional Resources</b>  <b>*Soil</b> Expository/Science <b>*Burrowing Animals</b> Expository/ Science</p>
<p><b>Suggested Strategies for English as a Second Language (ESL) Students *(See Teacher’s Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>• Consultation with ESL staff</li> </ul>		<p><b>NJSLS Technology Standards</b>  8.1.2.A.2</p>	<p><b>Suggested Strategies for Gifted and Talented Students *(See Teacher’s Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level</li> </ul>	<p><b>Suggested Strategies for At Risk Students *(See Teacher’s Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>• Ask</li> </ul>		<p><b>Suggested Strategies for Special Education Students/ 504 Plans *(See Teacher’s Resources for More Strategies)</b></p> <ul style="list-style-type: none"> <li>• Consultation with Special</li> </ul>



<ul style="list-style-type: none"> <li>• Pre-teach concepts</li> <li>• Rephrase questions, directions and explanations</li> <li>• Support comprehension with visual support</li> <li>• Shorten reading assignments</li> <li>• Use Pearson's ELL Handbook and Posters</li> <li>• Use Teacher Resources found on SuccessNET (ELL)</li> <li>• <a href="#">Can Do Key Uses Grade 2-3</a></li> </ul>			<p style="text-align: center;"><b>Questioning Techniques</b></p> <ul style="list-style-type: none"> <li>● Provide assessments at a higher level of thinking</li> </ul>	<p style="text-align: center;">students to restate information, directions, and assignments</p> <ul style="list-style-type: none"> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>● Extended time to complete class work Provide copy of class notes</li> <li>• Small Group</li> </ul>		<p style="text-align: center;">Education staff</p> <ul style="list-style-type: none"> <li>• See IEP/504</li> <li>• Leveled Readers for each Story (Book or Online Access)</li> <li>• Graphic Organizers</li> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>• Extended time to complete class work</li> <li>• Provide copy of class notes</li> </ul>
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**Unit 5 Responsibility**

**Six Weeks - 30 Days**

<u>Anchor Standards</u>	<u>Standards/ Objectives</u>	<u>Interdisciplinary Standards:</u>	<u>Essential Questions</u>	<u>Activities</u>	<u>Key Resources</u>	<u>Assessments</u>
NJLSA.R1. NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R5. NJLSA.R6. NJLSA.R7. NJLSA.R8. NJLSA.R9. NJLSA.R10.	<p>RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.10</p> <p>RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10</p> <p>RF.2.3 RF.2.4</p> <p>W.2.2 W.2.3 W.2.5 W.2.6</p> <p>SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6</p> <p>L.2.1 L.2.2 L.2.4 L.2.5 L.2.6</p> <p>Personal Financial Literacy 9.1.4.A.1 9.1.4.A.2 9.1.12.A.3</p>	<p><b>NJSLS Social Studies Standards</b> 6.3.4.A.1</p> <p><b>21<sup>st</sup> Century Life and Careers Standards:</b></p> <p><b>Career Ready Practices</b> CRP1 CRP10</p> <p><b>Personal Financial Literacy</b> 9.1.4.F.1 9.1.4.G.1</p> <p><b>Career Awareness Exploration &amp; Preparation</b> 9.2.4.A.1 9.2.4.A.2</p> <p><b>NJSLS Technology Standards</b> 8.1.2.A.2</p>	<p>What does it mean to be responsible?</p> <p>How can we apply grade-level phonics and word analysis skills in decoding? (Spelling)</p>	<p><b>Think Critically Questions should be done for all Pearson stories.</b></p> <p>Students will think about community workers and write an opinion piece on which community work is most important, giving 3 reasons why.</p> <p>Students will write a persuasive essay on school uniforms or more P.E. time. (Student choice)</p> <p>Students will write a journal entry Sam might write telling about a new adventure with Dodger.</p> <p>Students will write a humorous fiction story.</p>	<p><b>*Fire Fighter! Literary Nonfiction AR Quiz #24915</b></p> <p><b>*Firefighting Teamwork Drama</b></p> <p><b>*Carl The Complainer Realistic Fiction AR Quiz #88489</b></p> <p><b>**“Fishermen” Poetry</b></p> <p><b>*Bad Dog, Dodger! Realistic Fiction AR Quiz #59553</b></p> <p><b>*How to Train Your Puppy Procedural Text</b></p> <p><b>*Horace and Morris but mostly Dolores Fantasy AR Quiz #29550</b></p> <p><b>*Good Kicking Magazine Article</b></p> <p><b>*The Signmaker’s Assistant Humorous Fiction AR Quiz #114985</b></p> <p><b>*Helping Hand 21<sup>st</sup> Century Skills</b></p>	<p><b>Assessments</b></p> <p>*Think Critically Questions for Each Topic</p> <p>*Weekly Test</p> <p>*Weekly Phonics Dictation (Spelling) Test</p> <p>*DRA, Dibels, Star Benchmark Test</p> <p>*End of the Unit Benchmark Test</p> <p><b>Optional Resources</b></p> <p>Author: <b>A True Story</b> by Helen Lester (Lexile 570)</p> <p><b>Thank you, Mr. Falker</b> by Patricia Polacco (Lexile 650)</p> <p><b>The Important Book</b> by Margaret W. Brown (Lexile 580)</p> <p><b>If You Were a Writer</b> by Joan Lowery Nixon (Lexile 560)</p>

<p><b><u>Suggested Strategies for English as a Second Language (ESL) Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with ESL staff</li> <li>• Pre-teach concepts</li> <li>• Support comprehension with visual support</li> <li>• Use modified read alouds on the teacher resource DVD</li> <li>• Use Pearson's ELL Handbook and Posters</li> <li>• Use Teacher Resources found on SuccessNET (ELL)</li> <li>• <a href="#">Can Do Key Uses Grade 2-3</a></li> </ul>			<p><b><u>Suggested Strategies for Gifted and Talented Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>	<p><b><u>Suggested Strategies for At Risk Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>● Extended time to complete class work Provide copy of class notes</li> <li>• Small Group Instruction</li> </ul>		<p><b><u>Suggested Strategies for Special Education Students/ 504 Plans *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with Special Education staff</li> <li>• See IEP/504</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>• Extended time to complete class work</li> <li>• Provide copy of class notes</li> </ul>
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**Unit 6 Traditions**

**Six Weeks - 30 Days**

<u>Anchor Standards</u>	<u>Standards/ Objectives</u>	<u>Interdisciplinary Standards:</u>	<u>Essential Questions</u>	<u>Activities</u>	<u>Key Resources</u>	<u>Assessments</u>
NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5. NJSLSA.R6. NJSLSA.R7. NJSLSA.R8. NJSLSA.R9. NJSLSA.R10.	RL.2.1 RL.2.5  RI.2.1 RI.2.2 RI.2.3 RI.2.6  RF.2.2 RF.2.3 RF.2.4  W.2.1 W.2.2 W.2.3 W.2.8  SL.2.1 SL.2.2 SL.2.3 SL.2.6  L.2.1 L.2.2 L.2.4	<p><b>NJSLS Social Studies Standards</b></p> 6.1.4.D.12 6.3.4.A.1	<p>Are traditions and celebrations important in our lives?</p> <p>How can we apply grade-level phonics and word analysis skills in decoding? (Spelling)</p>	<p><b>Think Critically</b>                      Questions should be done for all Pearson stories.</p> <p>Students will think about their favorite sports heroes and write a realistic fiction story about a character that wants to be like that sports figure.</p>	<p><b>*Just Like Josh Gibson</b>                      Realistic Fiction                      AR Quiz #75659                      *How Baseball Began                      Expository Text</p> <p><b>Donovan’s Word Jar</b> by Monalisa DeGross (Lexile 670)</p>	<p><b>*Think Critically Questions for Each Topic</b>                      *Weekly Test                      *Weekly Phonics Dictation (Spelling) Test                      *DRA, Dibels, Star Benchmark Test                      *End of the Unit Benchmark Test</p>
		<p><b>21<sup>st</sup> Century Life and Careers Standards:</b></p> <p><b>Career Ready Practices</b>                      CRP1                      CRP10</p>		<p>Students will write a descriptive poem or song about one American symbols or traditions.</p>	<p><b>*Red, White, and Blue: The Story of the American Flag</b> Informational Text                      AR Quiz #51909                      *<b>“You’re a Grand Old Flag”</b>                      Poetry</p>	<p><b>Optional Resources</b></p> <p><b>Miss Alaineus</b> by Debra Frasier (Lexile 690)</p> <p><b>The Boy Who Loved Words</b> by Roni Schotter (Lexile 780)</p>
		<p><b>Personal Financial Literacy</b></p> 9.1.4.F.1		<p>Students will write an invitation letter to invite a relative to an event. (Technology~Create on computer)</p>	<p><b>*A Birthday Basket for Tia</b> Realistic Fiction                      AR Quiz #16649                      *<b>Family Traditions Birthdays</b> 21<sup>st</sup> Century Skills</p>	<p><b>*Cowboys Information Text</b>                      AR Quiz #160103                      *<b>Cowboy Gear</b>                      Informational Text                      Students will write a text about a job (they do at home or school) and compare and contrast with a cowboy’s job.</p>
		<p><b>Career Awareness Exploration &amp; Preparation</b></p> 9.2.4.A.1 9.2.4.A.2			<p><b>*Grace for President</b>                      Realistic Fiction                      AR Quiz #121418                      *<b>Home Sweet Home</b>                      Informational Text</p>	
		<p><b>NJSLS Technology Standards</b></p> 8.1.2.A.2				

<p><b><u>Suggested Strategies for English as a Second Language (ESL) Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with ESL staff</li> <li>• Pre-teach concepts</li> <li>• Support comprehension with visual support</li> <li>• Use modified read alouds on the teacher resource DVD</li> <li>• Use Pearson's ELL Handbook and Posters</li> <li>• Use Teacher Resources found on SuccessNET (ELL)</li> <li>• <a href="#">Can Do Key Uses Grade 2-</a></li> </ul>			<p><b><u>Suggested Strategies for Gifted and Talented Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>	<p><b><u>Suggested Strategies for At Risk Students *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>● Extended time to complete class work Provide copy of class notes</li> <li>• Small Group Instruction</li> </ul>		<p><b><u>Suggested Strategies for Special Education Students/504 Plans *(See Teacher's Resources for More Strategies)</u></b></p> <ul style="list-style-type: none"> <li>• Consultation with Special Education staff</li> <li>• See IEP/504</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments</li> <li>• Repetition and practice</li> <li>• Model skills/techniques to be mastered</li> <li>• Extended time to complete class work</li> <li>• Provide copy of class notes</li> </ul>
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**Amazing Words**

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>The Twin Club</b>	<b>Tara and Tiree</b>	<b>Pearl and Wagner</b>	<b>A Froggy Fable</b>	<b>Firefighter</b>	<b>Just Like Josh Gibson</b>
investigate rural urban downy Perch founders muttered	Courageous Rescue Instinct Blustery Hazard Avalanche Skittish fast-paced	Construct Sidekick Unique Contraption Foolproof Daydream Project scrap	Preserve Valuable Concentration Homeland Represent Tough Frown Patient	Community Teamwork Instrument Lug Responsible Operation Caretaker Supplies	Athlete Effort Disguise Professional Challenge Dainty Champion Shortstop
<b>Exploring Space With an Astronaut</b>	<b>Abraham Lincoln</b>	<b>Dear Juno</b>	<b>Life Cycle of a Pumpkin</b>	<b>Carl Complainer</b>	<b>Red, White, and Blue</b>
Ascend Descend Orbit Universe Enormous Journey Launch Meterorite	Identify Significant Ingenious Architect Participate Scour Aloft tinker	Correspond Transport Footprint Imitate Postage Cove Deaf Sign language	Adapt Nutrients Drought Massive Annual Blazing Ancient Sprout	Concern Persuade Pellets Pollute Contribute Fragile Litter Release	History Symbol Unfurl Allegiance Independence Patriotic Frayed Indivisible

<b>Henry and Mudge and the Starry Night</b>	<b>Scarcity</b>	<b>Rosa and Blanca</b>	<b>The First Tortilla</b>	<b>Bad Dog, Dodger</b>	<b>A Birthday Basket for Tia</b>
Galaxy Tranquil Wildlife Fledglings Secure	Consumers Producers Starand Lack Decision	Abundant Generous Efficient Forever Assist	Condition Terrifying Whip Funnel Predict	Behavior Obedient Consider Confident Cooperate	Celebration Tradition Inspect Brilliant Custom

Detective Fascinating slimy	Fiber Extraordinary typical	Dismay Beam situation	Breeze Sparkle swirl	Companion Reprimand Properly	Create Angle Snapshot
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<b>A Walk in the Desert</b>		<b>A Weed is a Flower</b>		<b>Horace and Morris, but Dolores</b>	<b>Grace for President</b>
Arid Landform Precipitation Dunes Ledge Haven Ledge Haven Extinct forbidding		Excel Research Accomplish Scientist Process Opportunity Original Unusual		Appreciate Respect Firmly Defiant Communicate Demand Advantage Ferocious	Ceremony Festival Fidget Multicolored Culture Compliment Evergreen Sash

		<b>A Weed is a Flower</b>		<b>The Signmaker's Assistant</b>	
		Excel Research Accomplish Scientist Process Opportunity Original Unusual		Apologize Judgement Scold Protest Citizen Hoard Interrupt troublemaker	

**Academic Language Unit 1**

<p><b>The Twin Club</b></p> <p>Character Setting Period Sentence Personal narrative Alphabetize Realistic fiction Monitor Clarify Pre-write Plot Theme Draft Poetry Rhythm Rhyme Repetition Revise</p>	<p><b>Exploring Space</b></p> <p>Topic Main idea Details Subject Dictionary Encyclopedia Reference source Expository text</p>	<p><b>Henry &amp; Mudge</b></p> <p>Character Setting Synonym Realistic fiction Story structure Main idea Details Sequence Procedural text</p>	<p><b>A Walk in the Desert</b></p> <p>Inflected endings Topic Main idea Details Declarative sentences Interrogative sentences Alphabetize Expository text Important ideas Table of contents Title page compare/contrast Online reference website</p>	
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**Academic Language Unit 2**

<p><b>Tara and Tiree</b></p> <p>Cause and effect Noun Common noun Narrative non-fiction Context Fact-opinion Descriptive Collective noun Unfamiliar Summarize Text structure</p>	<p><b>Abraham Lincoln</b></p> <p>Contraction Topic Dictionary Guide words Text structure Facts Author's purpose Proper noun Glossary Informational text Details Main idea</p>	<p><b>Scarcity</b></p> <p>Facts Details Background knowledge Homepage Online Main idea Cause-effect Internet Website</p>
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**Academic Language Unit 3**

<b>Pearl &amp; Wagner</b> Author's purpose Questioning Voice Plot Verb Fantasy Picture graph theme	<b>Dear Juno</b> Draw conclusions Visualize Newspaper Fiction Subject-verb agreement Magazine Sequence Non-fiction	<b>Rosa and Blanca</b> Sequence Set purpose Fable Setting Action verb Adjective Predict Cause and effect Action verb Index Setting	<b>A Weed is a Flower</b> Statement of fact Verb Biography Italics Links Autobiography Statement of opinion Opinion Synonyms Keyword Search engine Chronological order
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**Academic Language Unit 4**

<b>A Froggy Fable</b> Exaggeration Source Tall tale Setting Thesaurus	<b>Life Cycle of a Pumpkin</b> Adjectives Expository non-fiction Important ideas fact/opinion Rhythm Articles Expository text Personal source Poetry Rhyme	<b>The First Tortilla</b> Plot Thank-you note monitor/clarify Main idea Theme Legend Source Details Expository Phrase Foreshadowing Metaphor Personification
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**Academic Language Unit 5**

<b>Fire Fighter</b>	<b>Carl the Complainer</b>	<b>Bad Dog, Dodger</b>	<b>Horace and Morris, but Mostly Dolores</b>	<b>The Signmaker's Assistant</b>
<p>Noun  Narrative non-fiction  Suffix  Details  Online dictionary  Author's purpose  Drama  Pronoun  Sequence  Literary non-fiction  Facts  Links  Dialogue  Stage direction</p>	<p>Prefix  Realistic  Setting  Narrator  Bar graph  Details  Poem  Repetition  Pronoun  Fiction  Visualize  Speaker  Facts  Free verse  Poetry  Rhythm</p>	<p>Background knowledge  Journal  classify/categorize  Literal meaning  Almanac  Dictionary  Keyword  Sequence  Procedural text  Graphic sources  Theme  Category  Idiom  Non-literary meaning  Atlas  Encyclopedia  (read with) expression  Realistic fiction  fact/opinion</p>	<p>Setting  Animal fantasy  Source  Theme  Loaded words  Graphic sources  Story structure  Compound word  Table  Plot  Magazine article  Viewpoint</p>	<p>Inferring  Apostrophe  Suffixes  Internet  Character  Non-fiction  Graphic sources  Contraction  Humorous fiction  Foreshadowing  Website  Setting  Online source</p>

**Academic Language Unit 6**

<b>Just Like Josh Gibson</b>	<b>Red, White, &amp; Blue</b>	<b>A Birthday Basket for Tia</b>	<b>Grace for President</b>
Infected endings Setting Context clues Monitor Draw conclusions Time-order transition words Characters Homophones Realistic fiction Clarify Expository text Graphic source	Abbreviation Author's purpose Quotation marks Summarize Poetry Main idea Topic Dialogue Poem Chart Alliteration	Draw conclusions Prepositional phrase Interview Source Links Website Setting Preposition Invitation Questioning Internet Online dictionary Plot Myth	Prefix Simple sentence Persuade Interview Source compare/contrast Compound sentence Fact Informational text Predict character

## **Units 1- 6**

**Course: English Language Arts**

**Grade level: 2**

### **Pacing Guide**

- **Unit 1 Seven Weeks (35 days)**
- **Unit 2 Five Weeks (25 days)**
- **Unit 3 Six Weeks (30 days)**
- **Unit 4 Six Weeks (30 days)**
- **Unit 5 Six Weeks (30 days)**
- **Unit 6 Six Weeks (30 days)**

### **Instructional Materials**

**See Map (textbooks, Classroom Resources, Digital Tools)**

### **Links for Standards**

**New Jersey Student Learning Standards for English Language Arts Page | 1 Grade 2**

<https://www.state.nj.us/education/cccs/2016/ela/g02.pdf>

**New Jersey Student Learning Standards for Social Studies**

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

## **Links for Standards Continue**

### **Inclusion of Interdisciplinary Connections**

**\*Note: Integrated in Guide**

### **Inclusion of 21st Century Themes and Skills:**

**Note: Integrated in Guide**

**For information related to the 12 Career Ready Practices follow the link below:**

**<http://www.state.nj.us/education/cccs/2014/carerr/CareerReadyPractices.pdf>**

### **Personal Financial Literacy 9.1**

**<http://www.state.nj.us/education/cccs/2014/career/91.pdf>**

### **Career Awareness, Exploration, and Preparation 9.2**

**<http://www.state.nj.us/education/cccs/2014/career/92.pdf>**

### **Career and Technical Education 9.3**

**<http://www.state.nj.us/education/cccs/2014/career/93.pdf>**

### **8.1 Educational Technology**

### **8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming**

**For NJ Technology Standards 8.1 and 8.2 follow the link below:**

**<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>**