Pacing Guide For ELA Curriculum

Grade 2

Topic	Marking Period	Number of Days
Foundational Skills: Reading Language	Marking Period 1, 2, 3, 4	36 weeks
Foundational Skills: Writing Language	Marking Period 1, 2, 3, 4	36 weeks
Reading Domain	Marking Periods 2, 3, 4	8 weeks
Writing Domain	Marking periods 2, 3, 4	8 weeks
Speaking and Listening Domain	Marking period 1, 2, 3, 4	36 weeks

Alpha Public School
ELA Curriculum Map

Grade: 2nd Grade

UNIT: Foundational Skills: Reading Language (Phonics and Word Recognition)

Standard: L.RF.2.3	**Content Topic:** Know and apply grade-level phonics and word analysis skills in decoding words.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams
L.RF.2.3.B	Decode regularly spelled two syllable words with long vowels
L.RF.2.3.C	Decode words with common prefixes and suffixes
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would)
L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts that are irregular

Practices / Skills & Lesson / Learning Activities

Whole Group-

- Begin with a quick review of vowel teams (e.g., ai, ea, oa) using flashcards or by writing examples on the board.
- Show examples of two-syllable words with long vowels (e.g., paper, robot, potato).
- Divide students into pairs. Give each pair a word card with a two-syllable word and ask them to identify the long vowel sound.
- Define prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -ing).
- Use examples (e.g., unhappy, swimming) to illustrate how prefixes and suffixes change the meaning or tense of a word.
- Provide word cards with prefixes and suffixes for students to match with their base words.
- Explain that some words don't follow regular phonics rules (e.g., said, could).
- Show word cards with irregularly spelled words. Discuss why these words might be challenging to read or spell.
- Distribute reading passages containing high-frequency and irregular words (e.g., friend, other, would).
- Students read aloud in pairs or individually. Encourage them to identify regular and irregular parts of the words.

Independent-

- Give students a short quiz or worksheet with mixed questions covering the topics discussed.
- **Word Sort:** Provide a variety of word cards and ask students to sort them into categories (e.g., long vowels, irregular words, words with prefixes).
- **Word Hunt:** Have students find examples of prefixes, suffixes, or irregular words in a storybook or text they are reading independently

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials

		(including various texts at each grade level)
Formative- ● Total participation techniques, exit tickets ● Think, pair, share ● Turn and talk ● Sticky notes ● Hand signals ● Word sorts ● IXL modules Summative- ● Phonics based recognition ● Teacher observation / anecdotal notes ● Word hunt Alternative- ● Orton Gillingham ● Fundations ● Project based assessments	● Sight words ● Running records	● Whiteboard and markers or chart paper ● Phonics flashcards (vowel teams, prefixes, suffixes) ● Word cards with examples of irregularly spelled words ● Reading passages with words that include the target skills ● Guided reading leveled texts ● Scholastic News ● National Geographic

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ELA Curriculum Map

UNIT: Foundational Skills: Reading Language (Fluency)

Standard: L.RF.2.4	**Content Topic:** Read with sufficient accuracy and fluency to support comprehension

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Practices / Skills & Lesson / Learning Activities

- Utilize Fry's 2nd and 3rd Hundreds word list for sight word acquisition.
- Describe how the beginning of a story introduces the story and the ending concludes the story
- Describe the structure of a story including a description of the introduction and closing action
- Sight read grade level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression
- Read grade-level text with purpose and understanding
- Develop textual connections and meaning through book discussions, and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in group setting

Whole Group-

- Read alouds
- Think, pair, share
- Morning meetings
- Anchor charts for reading and writing

Independent-

- Independent reading
- Learning centers
- Sight word assessments
- Journaling

Small Groups-

- Guided reading
- Shared reading
- Learning centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling	Running records Sight words Words their way	Fundations Guided Reading Leveled Texts Scholastic News National Geographic

● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment		

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	Science-***2-LS2-2-*** ---designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people (ETS1.B) SS-6.1.2.CivicsPD.1- When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Allow additional time as needed ● Assistive technology ● Behavior management plan ● Extended time on tests/ quizzes ● Modified test content / format / length ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Shortened assignments ● Use open book, study guides ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

• Modify tests to reflect selected objectives • Provide study guides • Use authentic assessments with real-life problem solving • Have student repeat directions to check for understanding	• Modifying tests to reflect selected objectives • Provide study guides • Reduce the number of answer choices on a multiple choice test • Use computer word processing spell check and grammar check features • Use true / false, matching or fill in the blank tests in lieu of essay tests	

UNIT: Foundational Skills: Writing Language

Standard: L.WF.2.1	**Content Topic:** Demonstrate command of the conventions of writing

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.2.1.A	Write legibly and with sufficient fluency to support composition.
L.WF.2.1.B.i	Write the most common graphemes (letters or letter groups) for each phoneme, for example: Consonants: /s/=s,ss,ce,ci,cy; /f/=f,ff,ph; /k/=c,k,-ck ii. Vowels: /$\bar{o}$/=o,oe,oa,ow; /$\bar{a}$/=a,a_e, ai, ay, eigh
L.WF.2.1.B.ii	Write the most common graphemes (letters or letter groups) for each phoneme, for example: Vowels: /$\bar{o}$/=o,oe,oa,ow; /$\bar{a}$/=a,a_e, ai, ay, eigh

Practices / Skills & Lesson / Learning Activities
Whole Group- • Begin with a quick review of vowel teams (e.g., ai, ea, oa) using flashcards or by writing examples on the board. Explain that phonics helps us understand how letters and sounds work together to make words. • Show examples of two-syllable words with long vowels (e.g., paper, robot, potato). • **Practice:** Divide students into pairs. Give each pair a word card with a two-syllable word and ask them to

identify the long vowel sound.
- Define prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -ing).Use examples (e.g., unhappy, swimming) to illustrate how prefixes and suffixes change the meaning or tense of a word.
- Provide word cards with prefixes and suffixes for students to match with their base words.
- Explain that some words don't follow regular phonics rules (e.g., said, could).Show word cards with irregularly spelled words. Discuss why these words might be challenging to read or spell.

Small Group-
- Distribute reading passages containing high-frequency and irregular words (e.g., friend, other, would).
- **Activity:** Students read aloud in pairs. Encourage them to identify regular and irregular parts of the words.

Independent-
- **Word Sort:** Provide a variety of word cards and ask students to sort them into categories (e.g., long vowels, irregular words, words with prefixes).
- **Word Hunt:** Have students find examples of prefixes, suffixes, or irregular words in a storybook or text they are reading independently.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words Writing sample	● Whiteboard and markers or chart paper ● Phonics flashcards (vowel teams, prefixes, suffixes) ● Word cards with examples of irregularly spelled words ● Reading passages with words that include the target skills

UNIT: Foundational Skills: Writing Language (Spelling)

Standard: L.WF.2.2	**Content Topic:** Demonstrate command of the conventions of encoding and spelling

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.2.2.A.i.	Regular, single-syllable words that include: Position based patterns (ch, -tch, k, -ck, -ge,-dge)
L.WF.2.2.A.ii.	Regular, single-syllable words that include: Complex consonant blends (scr, str, squ)

L.WF.2.2.A.iii	Regular, single-syllable words that include: Less common vowel teams for long vowels (ow, oo, au, ou, ue)
L.WF.2.2.A.iv.	Regular, single-syllable words that include: Vowel-r combinations (turn, star, third, four/for)
L.WF.2.2.A.v.	Regular, single-syllable words that include: Contractions (we'll; I'm; they've; don't)
L.WR.2.2.A.vi.	Regular, single-syllable words that include: Homophones (bear, bare; past, passed)
L.WR.2.2.A.vii.	Regular, single-syllable words that include: Plurals and possessives (its, it's)
L.WR.2.2.B.i.	Regular two and three-syllable words that: Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
L.WR.2.2.B.ii.	Regular two and three syllable words that: Are compounds comprising familiar parts (houseboat, yellowtail)
L.WR.2.2.B.iii.	Regular two and three-syllable words that: Include the most common prefixes and derivational suffixes (un, re, en, -ful, -ment, -less)
L.WR.2.2.C.i.	Words with suffixes that require: Consonant Doubling (penning, slimmed)
L.WR.2.2.C.ii.	Words with suffixes that require: Dropping silent-e (smiled, paving)
L.WR.2.2.D.i.	Most often used words in English: Irregular words (against, many, enough, does)
L.WR.2.2.D.ii.	Most often used words in English: Pattern-based words (which, kind, have)

Practices / Skills & Lesson / Learning Activities

Whole Group

- Explain patterns like ch, -tch, k, -ck, -ge, -dge. Show examples (e.g., chin, catch, sock, duck, page, edge).
- Provide word cards or examples on the board. Have students sort these words based on their patterns and discuss the rule for when each pattern is used.
- Introduce blends like scr, str, squ (e.g., scrap, street, squash). Have students create sentences using words with these blends or identify these blends in given words.
- Present vowel teams ow, oo, au, ou, ue (e.g., snow, book, August, out, blue). Provide examples and have students match words with their correct vowel teams
- Discuss words with vowel-r combinations such as turn, star, third, four/for. Have students create sentences using these words and discuss the role of the vowel-r combination in pronunciation and spelling.
- Introduce contractions like we'll, I'm, they've, don't. Students practice forming contractions and using them in sentences.
- Present pairs like bear/bare, past/passed. Discuss the different meanings of each pair and use them in sentences to differentiate their usage.
- Explain the difference between its and it's. Provide examples and have students practice forming plurals and possessives correctly.
- Present examples like compete, robot, violet, understand. Students identify the syllable types in each word and practice spelling them.

- Introduce words like houseboat, yellowtail. Students identify the parts of compound words and use them in sentences
- Discuss common prefixes (un-, re-, en-) and suffixes (-ful, -ment, -less). Students match prefixes and suffixes to base words and discuss how they change the meaning of the words.
- Explain words like penning, slimmed that require doubling the consonant before adding suffixes. Provide examples and have students practice identifying and using words with consonant doubling.
- Discuss words like smiled, paving where the silent-e is dropped before adding suffixes. Students rewrite words with suffixes, considering the silent-e rule.
- Introduce irregular words like against, many, enough, does. Students practice spelling and using these irregular words in sentences.
- Present words like which, kind, have that follow specific patterns. Students identify the patterns and use these words in sentences.

Independent Practice

- **Word Sort:** Provide a variety of word cards and ask students to sort them into categories based on spelling patterns or rules.

Small Group-

- Spelling bee- review the different spelling rules learned in these lessons

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words Writing sample Spelling bee	● Whiteboard and markers or chart paper ● Phonics flashcards (vowel teams, prefixes, suffixes) ● Word cards with examples of irregularly spelled words ● Reading passages with words that include the target skills

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ELA Curriculum Map

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.2.3.A	With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
L.WF.2.3.B	Capitalize holidays, product names and geographic names
L.WF.2.3.C	Supply adjectives in noun phrases to make them more precise or engaging
L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses
L.WF.2.3.E	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
L.WF.2.3.F	Use an apostrophe to form contractions and frequently occurring possessives
L.WF.2.3.G	With assistance, link sentences into a simple, cohesive paragraph with a main idea

Practices / Skills & Lesson / Learning Activities

Whole Group-

- Use the Scholastic Sentence Expansion Wheel.
- Explain what run-on sentences and fragments are. Provide examples on the board.
- Give students sentences and ask them to identify whether each is a run-on, fragment, or correct sentence. Model or prompt them to separate run-on sentences and add subjects or predicates to fragments as necessary.
- **Holiday, Product Names, and Geographic Names:** Explain when to capitalize these categories. Provide examples (e.g., Christmas, LEGO, Africa). Give sentences where these types of words need capitalization. Have students rewrite the sentences with correct capitalization.
- Discuss how adjectives make noun phrases more precise or engaging. Provide examples (e.g., big house, shiny car). Show noun phrases and ask students to add appropriate adjectives to make them more descriptive. Model this process with a few examples.
- Explain what verbs are and how they function in sentences. Provide examples of clauses with verbs.
- **Regular and Irregular Verbs:** Discuss the difference between regular (e.g., walk, walked) and irregular verbs (e.g., go, went). Provide examples in past, present, and future tenses. Have students identify verbs in sentences and rewrite sentences using correct verb tenses.
- **Dates, Abbreviations, Greetings and Closings, Initials, Titles, Lists:** Discuss specific punctuation rules for each category. Provide sentences or paragraphs where students need to punctuate correctly according to the rules discussed. Model and guide them through a few examples.
- **Contractions:** Explain how apostrophes are used to form contractions (e.g., can't, didn't).
- **Possessives:** Discuss how apostrophes are used for possessives (e.g., Sarah's book, the children's toys).
- Provide examples and have students practice forming contractions and possessives correctly.
- Explain what a paragraph is and its purpose (to express a main idea with supporting details).
- Provide a simple main idea (e.g., My favorite season is summer.) and sentences related to this idea. With assistance, guide students to link these sentences cohesively into a paragraph. Model how to use transition words (e.g., first, next, then) to connect ideas.

Independent Practice-
- Have students write their own paragraphs using a given main idea and supporting sentences.

Small Group
- Peer review- Pair students to review and edit each other's paragraphs for writing conventions.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words Writing sample Spelling bee	● Whiteboard and markers or chart paper ● Phonics flashcards (vowel teams, prefixes, suffixes) ● Word cards with examples of irregularly spelled words ● Reading passages with words that include the target skills ● Worksheets or handouts with sentences for correction ● Reading passages for paragraph linking activity

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.KL.2.1	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts
L.KL.2.1.B	Compare formal and informal uses of English

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Display examples of sentences or short passages on the board. Have students read them aloud or silently.

- Ask students to identify which examples sound formal and which sound informal. Discuss their reasons for categorizing them this way.
- On chart paper, create two columns: "Formal Language" and "Informal Language." Together with the students, list characteristics or examples of each type of language. For example:
    - **Formal Language:** complete sentences, respectful tone, uses complete words (e.g., "do not" instead of "don't")
    - **Informal Language:** shorter sentences, casual tone, uses contractions and slang (e.g., "don't," "gonna")

Independent Practice

- Provide each student with a sentence or short paragraph. Ask them to rewrite it in both formal and informal styles.
- Have students write a formal letter to a principal or teacher, and an informal letter to a friend or family member.

Small Group

- students to share their examples with a partner or in small groups. Discuss how the meaning or tone changes with different styles of language.
- Act out scenarios where students use formal and informal language appropriately

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words Writing sample Spelling bee Letter writing	● Whiteboard and markers or chart paper ● Phonics flashcards (vowel teams, prefixes, suffixes) ● Word cards with examples of irregularly spelled words ● Reading passages with words that include the target skills ● Worksheets or handouts with sentences for correction ● Reading passages for paragraph linking activity ● Letter writing materials

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ELA Curriculum Map

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.VL.2.2	**Content Topic:** 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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.Vl.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase
L.VL.2.2.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy / unhappy, tell / retell)
L.VL.2.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
L.VL.2.2.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
L.VL.2.2.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Practices / Skills & Lesson / Learning Activities

Whole Group-

- Display a short passage on the board that contains an unfamiliar word. Read it aloud together.
- Discuss how students can use the words around the unfamiliar word to guess its meaning. Encourage them to look for clues in the sentence or paragraph.
- Show examples of words with prefixes (e.g., unhappy, redo) and root words (e.g., addition, additional). Discuss how adding a prefix changes the meaning of a word and how knowing a root word can help understand other words with the same root.
- Display examples of compound words (e.g., birdhouse, lighthouse) and discuss how knowing the meanings of individual words can help predict the meaning of the compound word.
- Introduce students to beginning dictionaries. Show them how to look up a word alphabetically and find its meaning. Practice using dictionaries with a few example words that students might find challenging or interesting.

Small Group

- Divide students into small groups or pairs.
- Distribute index cards with different words containing prefixes, root words, or compound words.
- Have each group discuss the meaning of their words using the strategies learned (context clues, prefixes, root words, etc.). They can also use dictionaries if needed.

Independent Practice-

- **Word Sort:** Provide a list of words and have students categorize them into words with prefixes, root words, or compound words.
- **Create Your Dictionary:** Have students create their own mini-dictionaries with words they've learned and their meanings.
- **Word Challenge:** Give students a word and challenge them to use all the strategies learned to determine its meaning.

Formative, Summative and	Benchmark Assessments	Core Instructional and

Alternative Assessments		Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words Writing sample Spelling bee Letter writing	● Whiteboard and markers ● Chart paper and markers ● Copies of short texts or passages with unfamiliar words ● Index cards with words containing prefixes or roots ● Beginning dictionaries (print or digital) ● Examples of compound words

UNIT: Foundational Skills: Writing Language (Sentence Composition[Grammar, Syntax, and Punctuation])

Standard: L.VI.2.3	**Content Topic:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
L.VI.2.3.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

Practices / Skills & Lesson / Learning Activities
● Read grade level text orally with accuracy, appropriate rate and expression ● Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song ● By the end of the year, and comprehend poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the higher end of the range ● Determine the meaning of words and phrases in a text relevant to a grade 2 subject area ● Decode words with common prefixes and suffixes

- Recognize and read grade-level appropriate irregularly spelled words
- Distinguish shades of meaning among closely related verbs and closely related adjectives
- Identify the main purpose of the text, including what the author wants to answer, explain or describe
- **Create Your Own Poem:** Have students write a short poem using elements like rhymes or repeated lines to convey meaning.
- **Word Comparison:** Provide pairs of words (e.g., big/small, happy/sad) and ask students to describe the differences in meaning and when they might use each word.
- **Literary Elements Scavenger Hunt:** Give students a story or poem and ask them to find examples of specific literary elements (e.g., alliteration, similes) within the text.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words Writing sample Poems Scavenger hunt	● Whiteboard and markers ● Chart paper and markers ● Copies of short texts or passages with unfamiliar words ● Shades of meaning examples ● Poems

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs	Science-***2-LS2-2-*** ---designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people (ETS1.B) SS-6.1.2.CivicsPD.1- When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard

8.1.2.AP.4- Break down a task into a sequence of steps	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Allow additional time as needed ● Assistive technology ● Behavior management plan ● Extended time on tests/ quizzes ● Modified test content / format / length ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Shortened assignments ● Use open book, study guides ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: READING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers

RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures)
R1.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs)
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g, graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain or desire
RL.MF.2.6	With prompting and support, use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures

Practices / Skills & Lesson / Learning Activities

- Read grade level text orally with accuracy, appropriate rate and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic
- Know and use various text features to locate key facts or information in a text efficiently
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe
- Explain how specific images contribute to and clarify a text
- By the end of the year, read and comprehend informational texts in grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Read grade level text with purpose and understanding
- Describe how characters in a story respond to major events and challenges
- Describe the overall structure of a story, including describing how the beginning introduces the story and

ending concludes the action
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting or plot
- Describe how reasons support specific points the author makes in a text
- Compare and contrast the most important points presented by two texts on the same topic
- By the end of the year, read and comprehend informational texts, including biographies, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the higher end of the range

Whole Group-
- Compare / contrast
- Drawing conclusions
- Making connections
- Visualizing
- Read alouds
- Think, pair, share
- Modeled, shared and guided practice for reading informational / nonfiction text feature
- Analyzing the text

Independent
- Independent reading
- Learning centers
- Fundations
- Conferencing

Small groups
- Guided reading
- Shared reading
- Paired reading

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation ● IXL modules Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Running records Sight words	Guided reading leveled texts *Packing the Pilgrim's Trunk* readwritethink.org *Officer Buckle and Gloria* National Geographic Scholastic "Diagram It! Identifying, comparing, and writing about non fiction texts"

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across

	grade levels and content areas (at least 1)
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	SS-6.1.2.GeoGL.2-Global interconnections occur between human and physical systems across different regions of the world. Science-2-LS4-1-there are many different kinds of living things in any area, and they exist in different places on land and in water (LS4.D)

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Allow additional time as needed ● Assistive technology ● Behavior management plan ● Extended time on tests/ quizzes ● Modified test content / format / length ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Shortened assignments ● Use open book, study guides ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: WRITING DOMAIN

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.2.1.A	Introduce an opinion.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.AW.2.1.C	Provide a conclusion.

Practices / Skills & Lesson / Learning Activities

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statement or section
- With guidance and support from peers, focus on a topic and strengthen writing as needed by revising and editing

Whole Group-

- Opinions of stories
- Continue procedures of workshop conferencing and author's chair
- Introduce opinion writing; focus on structure of opinion / letter / essay
- State opinion
- Give reasons to support opinion
- Use linking words to connect ideas
- Provide concluding statement / section (question / hope/ wish)
- Write an opinion letter to the author send via mail or email to the author's website

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets	Writing Samples Sight words	Guided reading leveled texts *Packing the Pilgrim's Trunk*

● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment		readwritethink.org *Officer Buckle and Gloria* National Geographic Scholastic "Diagram It! Identifying, comparing, and writing about non fiction texts"

UNIT: WRITING DOMAIN

Standard: W.IW.2.2	**Content Topic:** Write informative / explanatory texts to examine a topic and convey ideas and information.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.2.2.A	Introduce an opinion.
W.IW.2.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic
W.IW.2.2.C	Provide a conclusion.

Practices / Skills & Lesson / Learning Activities

- Recall information from experiences or gather information from provided resources to answer a question or state an opinion about a topic
- Provide complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

Whole Group-

- Continue teaching procedures to introduce nonfiction writing / research; making labeled diagrams
- Read model books of non fiction to examine structure and purpose
- Use graphic organizers to gather facts
- Structure facts into paragraphs and add details as needed
- Create diagrams, pictures, graphs, photographs, maps and other non fiction text features
- Continue teaching structure of paragraphs, using transitions between ideas, use subtitles to organize writing, form proper ending
- Continue conferencing with teacher
- Begin self editing with COPS (capitals, organization, punctuation, spelling) and peer editing with TAG; read each other's writing and tell something you like, ask a question, and give suggestion for how to improve

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Writing Samples Sight words	Guided reading leveled texts *Packing the Pilgrim's Trunk* readwritethink.org *Officer Buckle and Gloria* National Geographic Scholastic "Diagram It! Identifying, comparing, and writing about non fiction texts"

UNIT: WRITING DOMAIN

Standard: W.NW.2.3	**Content Topic:** Write narratives based on real or imagined experiences or events with basic story elements.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.2.3.A	Orient the reader by establishing a situation and introducing the characters; organize an event sequence.
W.NW.2.3.B.	Provide dialogue and description of experiences and events and / or show the responses of characters to situations
W.NW.2.3.C	Use transitional words to manage the sequence of events
W.NW.2.3.D	Use concrete words and phrases and sensory details to convey experience and events
W.NW.2.3.E	Provide a conclusion or sense of closure related to the narrated experience or events

Practices / Skills & Lesson / Learning Activities
● Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by

revising and editing
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

Whole Group
- Continue teaching procedures
- Read mentor texts on folktales / fairy tales/ fables
- Find moral / lesson / theme ("the author wants you to believe that….")

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Writing Samples Sight words	Guided reading leveled texts *The Three Little Pigs* *How the Tiger Got his Stripes* readwritethink.org "Diagram It! Identifying, comparing, and writing about non fiction texts"

UNIT: WRITING DOMAIN

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.WP.2.4.A	identify audience and purpose before writing
W.WP.2.4.B	Participate in self-evaluation of written work
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Practices / Skills & Lesson / Learning Activities
● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing ● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

Whole Group-
- Use the Scholastic Sentence Expansion Wheel
- Use graphic organizers to gather facts
- Continue teaching structure of paragraphs, using transitions between ideas, use subtitles to organize writing, form proper ending
- Continue conferencing with teacher
- Begin self editing with COPS (capitals, organization, punctuation, spelling) and peer editing with TAG; read each other's writing and tell something you like, ask a question, and give suggestion for how to improve

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Writing Samples Sight words	Guided reading leveled texts *Packing the Pilgrim's Trunk* readwritethink.org *Officer Buckle and Gloria* National Geographic Scholastic "Diagram It! Identifying, comparing, and writing about non fiction texts"

UNIT: WRITING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

Practices / Skills & Lesson / Learning Activities
● Recall information from experiences or gather information from provided resources to answer a question or

state an opinion about a topic
- Provide complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- Participate in shared research and writing projects

Whole Group-
- Continue teaching procedures to introduce research writing
- Use graphic organizers to gather facts
- Structure facts into paragraphs and add details as needed
- Create diagrams, pictures, graphs, photographs, maps and other non fiction text features
- Continue teaching structure of paragraphs, using transitions between ideas, use subtitles to organize writing, form proper ending
- Continue conferencing with teacher
- Begin self editing with COPS (capitals, organization, punctuation, spelling) and peer editing with TAG; read each other's writing and tell something you like, ask a question, and give suggestion for how to improve

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling ● Teacher observation Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment	Writing Samples Sight words	Guided reading leveled texts *Packing the Pilgrim's Trunk* readwritethink.org *Officer Buckle and Gloria* National Geographic Scholastic "Diagram It! Identifying, comparing, and writing about non fiction texts"

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique	SS-6.1.2.GeoGL.2-Global interconnections occur between human and physical systems across different regions of the world. Science-2-LS4-1-there are many different kinds of living things in any area, and they exist in different places on land and in water (LS4.D)

passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Allow additional time as needed ● Assistive technology ● Behavior management plan ● Extended time on tests/ quizzes ● Modified test content / format / length ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Shortened assignments ● Use open book, study guides ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.1.2.A	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed upon norms for discussions (e.g., listening

	to others with care, speaking about the topics and texts under discussion).
SL.PE.2.1.B	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their explicit comments to the remarks of others
SL.PE.2.1.C	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Practices / Skills & Lesson / Learning Activities

- Develop textual connections and meanings through book discussions, and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in group setting
- Take turns responding to grade 2 topics and text in small group discussions, and when appropriate respond to comments provided by peers
- Ask for additional information from peers when responding to a read text
- Respond one at a time to topics of discussion regarding a read text and ask for additional information from peers as needed
- With guidance and support from adults and peers, focus on a topic and strengthen by revising and editing
- Follow agreed upon rules for discussion
- Build on others' talk in conversations by linking their comments to the remarks of others
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Exit tickets ● Think, pair, share ● Turn and talk ● Student whiteboards ● Sticky notes ● Fundations ● Journaling	Writing Samples Sight words	Guided reading leveled texts *Packing the Pilgrim's Trunk* readwritethink.org *Officer Buckle and Gloria* National Geographic Scholastic "Diagram It! Identifying, comparing, and writing about non fiction texts"

● Teacher observation Summative- ● Fluency assessments ● Sight words ● Reading comprehension ● Phonics based recognition Alternative- ● Fundations ● Project based assessment		

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	SS-6.1.2.GeoGL.2-Global interconnections occur between human and physical systems across different regions of the world. Science-2-LS4-1-there are many different kinds of living things in any area, and they exist in different places on land and in water (LS4.D)

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Allow additional time as needed ● Assistive technology ● Behavior management plan ● Extended time on tests/ quizzes ● Modified test content / format / length ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Shortened assignments ● Use open book, study guides ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

For all ELA units:

21st Century Education (NJSLS Standard 9)	**Career Education**
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy <u>SKILLS:</u> CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training -Health Science -Human Services