Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit I Building	a Literacy Comm	unity (Routines ar	nd Personal Narrative) 6 weeks	Sept./Oct.			
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students will build reading and writing stamina.  Students will understand the routines established during literacy.  Students will be able to choose "just right" books.  Identify the characteristics of personal narrative genre.  Ask and answer questions before, during, and after reading a text.  Identify who, what, where, when, why and how to answer questions about a text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences  Summative – District Reading Inventory/Assessment	6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.  6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.  6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.  K-2-ETS1-1. Ask	9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.  9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.  9.3.12.ED-TT. 5 Establish a positive climate to promote learning.

			questions, make	
			observations, and	
			gather information	
			about a situation	
			people want to	
			change to define a	
			simple problem	
			that can be solved	
			through the	
			development of a	
			new or improved	
			object or tool.	

How is a story structured?	Analyzing for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e/g/, a section, chapter, scene, or stanza) relate to each other and the whole.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	Identify the important events from the beginning, middle, and end of the story.  Describe how the characters, setting, and action are introduced.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
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How do	To gain keener	NJSLSA.R7	RL.2.7	Discuss how	Formative – Teacher	8.1.2.A.4	9.3.12.ED.2
illustrations	insight into the	Integrate and	Use information gained from	illustrations add to the	observation, Anecdotal	Demonstrate	Demonstrate
add meaning to	integration of	evaluate content	the illustrations and words in	meaning of a story.	notes, Reader's	developmentally	effective oral,
a story?	knowledge and	presented in	a print or		Conferences, Oral or	appropriate	written and
	ideas, effective	diverse media	digital text to demonstrate		written	navigation skills in	multimedia
	readers analyze	and formats,	understanding of its characters,		retellings/responses,	virtual	communication
	and evaluate	including	setting, or plot.		Graphic organizers	environments	in multiple
	content,	visually and					formats and
	reasoning, and	quantitatively, as			Summative – District		contexts
	claims in diverse	well as in words.			Reading		
	formats.				Inventory/Assessment		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Am I clear about what I just read?	Students who are college and career ready read and interpret a variety of complex text with confidence and independence.	NJSLSA.R10 Read and comprehend complex literary and informational text independently and proficiently with scaffolding as needed.	RL.2.10 Read and comprehend literature, including stories and poetry at grade level text complexity or above, with scaffolding as needed	Reread a text to find more information or clarify ideas.  Use reading strategies (e.g., ask questions, monitor for meaning, re-read) to help understand difficult complex text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondence for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound.	Identify the most common short vowel pattern.  Identify common vowel teams.  Say the individual sounds a vowel team creates.  Identify two syllable words.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
			correspondences. e. Recognize and read grade appropriate irregularly spelled words.				
What does fluent reading sound like?	Fluent readers accurately process print with expression at an appropriate rate.	Not applicable	RF.2.4 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read second grade text fluently and show comprehension through voice, timing and expression. Read fluently.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment		

What do good	Writing	NJSLSA.W3.	W.2.3. Write narratives in	Write personal	Formative – Teacher	
writers do?	narratives, in	Write narratives to	which they recount a	narratives with events	observation, Anecdotal	
	which they	develop real or	well-elaborated event or short	placed in the correct	notes, Writer's	
	recount a well	imagined	sequence of events, include	order.	conference, drafts,	
	elaborated	experiences or	details to describe actions,		revisions	
	event or short	events using	thoughts, and feelings, use		On Demand Writing:	
	sequence of	effective	temporal words to signal event		Baseline assessment	
	events, include	technique,	order, and provide a sense of			
	details to	well-chosen	closure.		Summative – Writing	
	describe	details, and			Scoring Rubric	
	actions,	well-structured				
	thoughts, and	event sequences.				
	feelings, use					
	temporal					
	words to signal					
	event order,					
	and provide a					
	sense of					
	closure.					

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How can a piece of writing be improved?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	Recognize that a good piece of writing requires more than one draft. Revise writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details with the help of others.  Edit writing by checking for errors in capitalization, punctuation, spelling, etc.  Prepare a new draft with changes that strengthens writing.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric		

How do readers gather information from text in order to answer questions about the text?	Effective research presents an answer to questions, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question	Answer questions using information gathered from a story.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing:	8.1.2.D.1 Develop an understanding of ownership of print and nonprint information	
How do readers discuss books they have read?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount and discuss key details from text presented orally or digitally.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		

How do good readers and writers clarify information?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask who, what, where, when, why or how questions.		
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	organization, development, and	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
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		ealistic Fiction -(In	nproving Narrative Writin	g)		
6 weeks Oct.// What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students will build reading and writing stamina.  Students will understand the routines established during literacy.  Students will be able to choose "just right" books.  Identify the characteristics of personal narrative genre.  Ask and answer questions before, during, and after reading a text.  Identify who, what, where, when, why and how to answer questions about a text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences  Summative – District Reading Inventory/Assessment	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

How did the characters	Effective readers	NJSLSA.R3 Analyze how	RL.2.3 Describe how characters	Identify the characteristics of a realistic fiction.	Formative – Teacher observation, Anecdotal	6.1.4. D.11 Determine how	9.3.12.ED-TT.6 Identify
react to the	use a variety of	~		a realistic fiction.	notes, Reader's	local and state	2
events and	strategies to make sense of	and why individuals,	in a story respond to major events and	Identify characters in a story.	Conferences, Oral or	communities	motivational, social and psychological
challenges in	key ideas and	events and ideas	challenges using key	identify characters in a story.	written	have changed	practices that guide
the story?	details presented	develop and	details.	Describe how characters	retellings/responses,	over time, and	personal conduct.
the story!	in text.	interact over the	details.	react to events and	Graphic organizers	explain the	personal conduct.
	III text.	course of a text.		challenges in a story.	Oraphic organizers	reasons for	
		course of a text.		chanenges in a story.	Summative – District	changes.	
				Use information read from	Reading	changes.	
				the text to make inferences.	Inventory/Assessment	6.1.4. D.13	
				the text to make inferences.	inventory/Assessificht	Describe how	
						culture is	
						expressed	
						through and	
						influenced by the	
						behavior of	
						people.	
						1 1	
						6.1.4. D.18	
						Explain how an	
						individuals'	
						beliefs, values,	
						and traditions	
						may reflect more	
						than one culture.	
1							1

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How is a story structured?	Analyzing for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e/g/, a section, chapter, scene, or stanza) relate to each other and the whole.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	Recognize that a story has a beginning, middle and end.  Identify the main story elements: characters, setting, problem, events, and solution.  Describe how the character, setting and action are introduced in a story.  Describe how the events at the end of a story tell what happened to the characters.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How can illustrations and words in the story be used to describe story elements?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Use illustrations and words in a story to help describe the characters, setting or plot.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

How do	Word analysis	Not applicable	RF.2.3	Recognize irregularly spelled	Formative – Teacher	
sounds and	and decoding		Know and apply grade	words	observation, Anecdotal	
letters create	skills are		level phonics and word		notes, individual	
words?	foundational for		analysis skills in decoding	Identify words with common	student/teacher	
	success as a		words.	prefixes and suffixes.	conferences	
	reader.		a. Know spelling-sound			
			correspondence for		Summative – Running	
			common vowel teams.	Identify vowel teams	records, District	
			b. Decode regularly spelled	Identify two syllable words		
			two-syllable words with			
			long vowels.			
			c. Decode words with			
			common prefixes and			
			suffixes.			
			d. Identify words with			
			inconsistent but common			
			spelling-sound correspondences.			
			e. Recognize and read			
			grade appropriate			
			irregularly spelled words			
			integularly spelled words			
	l	l	<u> </u>			

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
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What does	Fluent readers	Not applicable	RF.2.4	Read second grade text	Formative – Teacher	
fluent	accurately		4. Read with sufficient	fluently and show	observation, Anecdotal	
reading	process print		accuracy and fluency to	comprehension through	notes, individual	
sound like?	with expression		support comprehension.	voice, timing and expression.	student/teacher	
	at an appropriate		a. Read on-level		conferences	
	rate.		text with	Read fluently.		
			purpose and		Summative – Running	
			understanding.		records, District	
			b. Read on-level		Reading	
			text orally with accuracy,		Inventory/Assessment,	
			appropriate rate, and		Phonics Based Unit	
			expression on successive		Assessment	
			readings.			
			c. Use context to			
			confirm or self-correct			
			word recognition and			
			understanding, rereading			
			as necessary.			

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
What do good writers do?  How do writers develop a good story?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Create story plan prior to drafting.  Recount short sequence of events.  Use details to describe characters' actions, thoughts, and feelings.  Use temporal words to signal event order.	Formative-teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric		

				Provide a sense of closure.			
How do writer's strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	Work with an adult and/or peer to make revisions (delete unnecessary details, add clarifying details, and check for misunderstandings).	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions.  On Demand Writing: Baseline assessment (second full week of school)  Summative – Writing Scoring Rubric		
How do readers gather information from text in order to answer questions about the text?	Effective research presents an answer to questions, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question	Answer questions using information gathered from a story.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing:	8.1.2.D.1 Develop an understanding of ownership of print and nonprint information	

How can discussions with others lead to better understanding?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas	NJSLSA.SL1 Prepare for and participate effectively in a range of conversation and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.  a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others' talk in conversations by linking their explicit	Identify and follow the agreed upon rules for discussion.  Ask questions to clarify misunderstandings.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference	
How do readers discuss books they have read?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount and discuss key details from text presented orally or digitally.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

How do good readers and writers clarify information?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask who, what, where, when, why or how questions.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations		
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		
What makes a presentation effective? How does an oral presentation enhance the understandin g of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual	NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.	

displays,				
technology,	and			
the appropri				
use of langu				

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Use collective nouns (e.g., group).  B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  C. Use reflexive pronouns (e.g., myself, ourselves).  D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  E. Use adjectives and adverbs, and choose between them depending on what is to be modified.  F. Produce, expand, and rearrange complete simple	Identify and create simple sentences. Identify and use irregular verbs in the past tense.  Use adjectives while writing a story.  Focus: Teach/apply mechanics: use adjectives and adverbs, capitalization, punctuation, commas and quotations.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		

			and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			
How do writers communicate clearly and correctly?  Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize holidays, product names, and geographic names.  B. Use commas in greetings and closings of letters.  C. Use an apostrophe to form contractions and frequently occurring possessives.  D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  E. Consult print and digital resources, including beginning dictionaries, as needed to check and	Capitalize proper nouns.  Identify a contraction and use an apostrophe to spell them correctly.  Use common spelling patterns when writing words.  Identify misspelled words and use a dictionary to correct them.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit III Read	ing and Writing Int	formational Text (	Opinion) 6 weeks Nov./Do	ec.			
What do good readers do?  How can asking and answering questions help readers understand text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Identify characteristics of an informational text.  Identify who, what, where, when, why, and how to answer questions about a text.  Ask and answer questions before, during, and after reading a text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
How do readers determine the main idea?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify main idea of informational text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
Why are text features important in informational text?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Identify and use text features. Understand the purpose of each text feature.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

How do good readers determine the author's purpose?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Identify the author's purpose for text (inform, describe, explain).	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers		
					Summative – District Reading Inventory/Assessment		
How do specific images clarify a text?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use images to aid in understanding of text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	8.1.2.E.1 Use digital tools and online resources to explore a problem or issue	

How do good readers determine author's purpose?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.2.8  Describe and identify the logical connections of how reasons support specific points the author makes in a text.	Identify key points of the text and the main reasons given to support these points.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot	9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures
How do good readers use information from text to compare and contrast?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points made by the authors of two texts on the same topic.  Compare and contrast the important points found in two different texts on the same topic.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment		

How can illustration s and words in the story be used to describe story elements?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Use illustrations and words in a story to help describe the characters, setting or plot.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not applicable	RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. a.Know spelling-sound correspondence for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade appropriate irregularly spelled words.	Identify most common short vowel pattern.  Identify most common long vowel patterns.  Distinguish between words with short and long vowel patterns.  Decode two-syllable words with long vowels.  Recognize irregularly spelled words (rule breakers).  Read irregular words without having to sound them out.  Identify words with common prefixes and suffixes.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do readers state and support an opinion?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the	NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to	State and support an opinion on a topic or book.  Write an opinion piece including an introduction, supporting reasons, and concluding statement/section.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment		
	reader.	relevant and sufficient evidence.	connect opinion and reasons, and provide a conclusion.		Scoring Rubric		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do good writers produce informative / explanatory text?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the	NJSLSA.W2. Write informative/expl anatory texts to examine and convey complex ideas and information	W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	Write an opinion letter about text.  Use facts and definitions to explain the important ideas about my subject.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment		
	reader.	clearly and accurately through the effective selection,		Use graphic organizer to plan prior to writing.	Summative – Writing Scoring Rubric, Completed letter.		

How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	organization, and analysis of content.  NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	Revise writing with the help of others.  Edit writing for capitalization, punctuation, spelling, etc.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric	
How can discussions with others lead to better understandin g?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas	NJSLSA.SL1 Prepare for and participate effectively in a range of conversation and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). d. Build on others' talk in	Identify and follow the agreed upon rules for discussion.  Ask questions to clarify misunderstandings.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference	

How do good readers and writers clarify information?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	conversations by linking their explicit SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask who, what, where, when, why or how questions.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference	

What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose 8.1.2.A.2 Create a document using a word processing application 8.1.2.B.1 Illustrate and communicate	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
	use of language.					Illustrate and	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do writers communicate clearly and	Effective communication of ideas when speaking or	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize holidays, product names, and geographic names.  B. Use commas in greetings and closings of letters.  C. Use an apostrophe to form contractions and frequently occurring possessives.  D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	Capitalize proper nouns.  Identify a contraction and use an apostrophe to spell them	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Records, District Reading Inventory/Assessment, Writing Scoring Rubric		

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How do good readers and writers clarify information?  How do good writers choose appropriate words?	Effective readers and writers use knowledge of the structure and content of language to acquire, clarify, and appropriately use vocabulary.	NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Choose words that show depth of meaning.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment,		

How do good reader's and writers use words and phrases learned?	Effective readers and writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately use vocabulary	NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Use adjectives and adverbs appropriately.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric	

## 2017 Literacy Curriculum Map

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit IV Traditio	nal Literature-Fair	rytales 4 weeks Jan					
How do good readers determine the central message, lesson, and/or moral of the story?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	Recognize features of the folktale genre.  Retell fairy tales and folktales, including characters, setting, and main events.  Use information from the story to infer the central message, lesson, and/or moral of the story.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.  6.1.4. D.14 Trace how the American identity evolved over time.	
How do characters react to events and challenges in a story?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.2.3 Describe how characters in a story respond to major events and challenges using key details.	Use information from the story to make inferences about the characters.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences,Oral or written retellings/responses,	6.1.4. D.11 Determine how local and state communities have changed over time, and explain the	9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.

Read lit-red; Read information-purple; Writing-green; S & L-orange; language-blue; Foundational-black

		Graphic organizers	reasons for	
			changes.	
		Summative – District		
		Reading	6.1.4. D.13	
		Inventory/Assessment	Describe how	
			culture is	
			expressed	
			through and	
			influenced by the	
			behavior of	
			people.	
			6.1.4. D.18	
			Explain how an	
			individuals'	
			beliefs, values,	
			and traditions	
			may reflect more	
			than one	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
What is point of	Analyzing texts	NJSLSA.R6	RL.2.6	Define point of view.	Formative – Teacher		
view?	for structure,	Assess how point	Acknowledge		observation, Anecdotal		
	purpose, and	of view or purpose	differences in the	Identify the different points of	notes, Reader's		
How do	viewpoint	shapes the content	points of view of	view of characters.	Conferences, Oral or		
characters'	allows an	and style of a text.	characters, including		written		
points of view	effective reader		by speaking in a	Change voice to show	retellings/responses,		
differ in a story?	to gain insight		different voice for each	different points of view when	Graphic organizers		
	and strengthen		character when reading	reading dialogue for different			
	understanding.		dialogue aloud.	characters.	Summative – District		
					Reading		
					Inventory/Assessment		

How do	To gain keener	NJSLSA.R7	RL.2.7	Discuss how illustrations add	Formative – Teacher	8.1.2.A.4	9.3.12.ED.2
illustrations add	insight into the	Integrate and	Use information	to the meaning of a story.	observation, Anecdotal	Demonstrate	Demonstrate
meaning to a	integration of	evaluate content	gained from the		notes, Reader's	developmentally	effective oral,
story?	knowledge and	presented in	illustrations and words		Conferences, Oral or	appropriate	written and
	ideas, effective	diverse media and	in a print or		written	navigation skills	multimedia
	readers analyze	formats, including	digital text to		retellings/responses,	in virtual	communication in
	and evaluate	visually and	demonstrate		Graphic organizers	environments	multiple formats
	content,	quantitatively, as	understanding of its				and contexts
	reasoning, and	well as in words.	characters, setting, or		Summative – District		
	claims in		plot.		Reading		
	diverse formats.				Inventory/Assessment		
How are	To gain keener	NJSLSA.R9	RL.2.9	Compare and contrast	Formative – Teacher	2-LS4-1. Make	
different	insight into the	Analyze and	Compare and contrast	different versions of the same	observation, Anecdotal	observations of	
versions of	integration of	reflect on how	two or more versions	fairytale/folktale.	notes,	plants and	
the same	knowledge and	two or more texts	of the same story		Reader's Conferences,	animals to	
fairytale/folk	ideas, effective	address similar	(e.g.,Cinderella		Oral or written	compare the	
tale similar	readers analyze	themes or topics	stories) by different		retellings/responses,	diversity of life in	
and different?	and evaluate	in order to build	authors or from		Graphic organizers	different habitats.	
	content,	knowledge or to	different cultures.				
	reasoning, and	compare the			Summative – District		
	claims in	approaches the			Reading		
	diverse formats.	authors take.			Inventory/Assessment		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondence for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade appropriate irregularly spelled words.	Identify two-syllable words with long vowels.  Identify common vowel teams.  Say the individual sounds a vowel team creates.  Recognize irregularly spelled words (rule breakers). Read irregular words without having to sound them out	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
What does	Fluent readers	Not applicable	RF 2.4 Read with	Read fairytales/folktales	Formative-Teacher		
fluency sound	accurately		sufficient accuracy and	orally with accuracy,	observation,		
like?	process print		fluency to support	appropriate rate, and	Anecdotal notes,		
	with expression		comprehension. a. Read	expression.	individual		
Why does	at an appropriate		on-level text with		student/teacher		
fluency matter?	rate.		purpose and	Use context to confirm or	conferences		
			understanding.	self-correct word recognition			
			b. Read on-level text	and understanding, rereading	Summative – Running		
			orally with accuracy,	as necessary.	records, District		
			appropriate rate, and		Reading		
			expression on		Inventory/Assessment,		
			successive readings.		Phonics Based Unit		
			c. Use context to		Assessment		
			confirm or				
			self-correct word				
			recognition and				
			understanding,				
			rereading as				
			necessary.				

What is a	Writing should	NJSLSA.W3	W.2.3	Create an original folktale	Formative – Teacher		
folktale?	be purposely	Write narratives	Write narratives in	applying the specific features	observation,		
	focused, detailed,	to develop real or	which they recount a	of the folktale genre.	Anecdotal notes,		
How do writers	organized, and	imagined	well elaborated event		Writer's conference,		
develop a good	sequenced in a	experiences or	or short sequence	Create story plan prior to	drafts, revisions		
folktale?	way that clearly	events using	of events, include	drafting.	On Demand Writing:		
	communicates	effective	details to describe		Baseline assessment		
	the ideas to the	technique, well	actions, thoughts,	Recount short sequence of			
	reader.	chosen details,	and feelings, use	events.	Summative – Writing		
		and well	temporal words to		Scoring Rubric		
		structured event	signal event order,	Use details to describe			
		sequences.	and provide a sense	characters' actions, thoughts,			
			of closure.	and feelings.			
				Use temporal words to signal			
				event order.			
				D			
II 1	D	NICL CA WE	WOF With and I among	Provide a sense of closure.	F		
How do writers	Producing clear	NJSLSA.W5	W.2.5. With guidance	Work with an adult and/or	Formative – Teacher		
strengthen their	ideas as a writer involves	Develop and	and support from adults	peer to make revisions (delete	observation, Anecdotal		
writing?		strengthen	and peers, focus on a	unnecessary details, add	notes, Writer's		
	selecting	writing as needed	topic and strengthen	clarifying details, and check for misunderstandings)	conference, drafts, revisions		
	appropriate style and structure for	by planning,	writing as needed through self-reflection,	ioi inisunderstandings)	On Demand Writing:		
	and structure for	revising, editing,	revising and editing		Baseline assessment		
	is strengthened	rewriting, or trying a new	Tevising and culting		Dascille assessment		
	through revision	approach.			Summative – Writing		
	and technology.	approacii.			Scoring Rubric		
	and technology.				Scoring Kubiic	1	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How can writers produce and publish writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Collaborate with peers.  Use digital technology to assist with publishing.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources	
How do good readers and writers clarify information?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask who, what, where, when, why or how questions.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations		
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas are enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		

What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	the appropriate use of language.  Presentation of knowledge and ideas are enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	appropriate to task, purpose, and audience.  NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
What is complete sentence?  How can complete sentences be spoken and written?	Presentation of knowledge and ideas are enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	Recognize, speak and write complete sentences.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Completed folktale writing piece		

Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Use collective nouns (e.g., group).  B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  C. Use reflexive pronouns (e.g., myself, ourselves).  D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Use reflexive pronouns.  Expand simple sentences, including developing compound sentences.  Focus: Linking words (e.g., because, and, also) to connect opinion and reasons, use reflexive pronouns (e.g., myself, ourselves), use prefixes to change meaning of words (happy, unhappy), compound words, using dictionaries to check and correct spelling.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric	
			depending on what is to			

			little boy watched the movie; The action movie was watched by the little boy).			
What is the difference between formal and informal language?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	Apply knowledge of language to understand how	conventions when writing, speaking, reading, or listening.  A. Compare formal and informal uses of English.	Use formal and informal English as appropriate.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit V Readi	ng and Writing Inf	ormational Text-	Biographies 6 weeks Feb./April (6	(weeks)			
What questions do good readers ask?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI. 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Recognize the features of the biography genre.  Ask questions before, during and after reading to improve understanding.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

How do	Effective readers	NJSLSA.R2	R I.2.2	Recognize informational	Formative – Teacher	
readers	use a variety of	Determine	Identify the main topic of a	text genre features.	observation, Anecdotal	
determine the	strategies to	central idea text	multi-paragraph text as well as		notes, Reader's	
main idea?	make sense of	and analyze	the focus of specific paragraphs	Determine the main idea	Conferences, Oral or	
	key ideas and	their	within the text.	of informational text.	written	
	details presented	development;			retellings/responses,	
	in text.	summarize the		Explain the big idea of	Graphic organizers	
		key supporting		paragraphs in	Summative – District	
		details and		informational text.	Reading	ĺ
		ideas.			Inventory/Assessment	l
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do good readers identify key ideas presented in text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3 Analyze how and when individuals, events, and ideas develop and interact over the course of a text.	RI. 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Identify major events in the life of an important person. Write a biography.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment	6.1.4.A.10 Describe how the actions of Dr. Martin Luther King Jr., and other civic rights leaders served as a catalyst for social change and inspired social activism in subsequent	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  9.2.4.A.3
						generations. 6.1.4.C.1 Evaluate the impact of ideas,	Investigate both traditional and nontraditional careers and relate information to

			inventions, and	personal likes and
			other	dislikes.
			contributions of	
			prominent figures	
			who lived in New	
			Jersey.	
			6.1.4.C.12	
			Evaluate the	
			impact of ideas,	
			inventions, and	
			other	
			contributions of	
			prominent figures	
			who lived in New	
			Jersey.	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do good readers use information in text to determine the meaning of words and phrases?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Use context clues to determine meaning of words and phrases.  Use resources to determine meaning of words and phrases.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		

How do good	Analyzing text	NJSLSA.R5	RI. 2.5	Use informational text	Formative – Teacher	8.1.2.A.1	9.3.12.ED.2
readers use	for structure,	Analyze the	Know and use various text	features to locate key	observation, Anecdotal	Identify basic	Demonstrate
text features?	purpose, and	structure of text	features (e.g., captions, bold	facts and information	notes, Reader's	features of a	effective oral,
	viewpoint	including how	print, subheadings, glossaries,	efficiently.	Conferences, Oral or	digital device and	written and
	allows an	specific	indexes, electronic menus,		written	explain its	multimedia
	effective reader	sentences,	icons) to locate key facts or		retellings/responses,	purpose	communication in
	to gain insight	paragraphs, and	information in a text		Graphic organizers		multiple formats
	and strengthen	larger portions	efficiently.				and contexts.
	understanding.	of the text (e.g.,			Summative – District		
		a section,			Reading		
		chapter, scene,			Inventory/Assessment		
		or stanza) relate					
		to each other and					
		the whole.					
How do	To gain keener	NJSLSA.R7	RI.2.7	Explain how images add	Formative – Teacher		
specific	insight into the	Integrate and	Explain how specific	meaning to the text.	observation, Anecdotal		
images	integration of	evaluate content	illustrations and images (e.g., a		notes, Reader's		
clarify a	knowledge and	presented in	diagram showing how a	Use images to aid	Conferences, Oral or		
text?	ideas, effective	diverse media	machine works) contribute to	understanding of text.	written		
	readers analyze	and formats,	and clarify a text.		retellings/responses,		
	and evaluate	including			Graphic organizers		
	content,	visually and					
	reasoning, and	quantitatively,			Summative – District		
	claims in diverse	as well as in			Reading		
	formats.	words.			Inventory/Assessment		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do good readers determine an author's purpose?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.2.8  Describe and identify the logical connections of how reasons support specific points the author makes in a text.	Identify key points of the text and the main reasons given to support these points.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment		
How do good readers use information from text to compare and contrast?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points made by the authors of two texts on the same topic.  Compare and contrast the important points found in two different texts on the same topic.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment		

How do	Word analysis	Not Applicable	RF.2.3	Identify common vowel	Formative – Teacher	
sounds and	and decoding		Know and apply	teams.	observation, Anecdotal	
letters create	skills are		grade-level phonics and		notes, individual	
words?	foundational for		word analysis skills in	Say the individual sounds	student/teacher	
	success as a		decoding words.	a vowel team creates.	conferences	
	reader.		a. Know spelling-sound			
			correspondence for	Identify two syllable	Summative – Running	
			common vowel teams.	words.	records, District	
			b. Decode regularly spelled		Reading	
			two-syllable words with long	Decode two-syllable	Inventory/Assessment,	
			vowels.	words with long vowels.	Phonics Based Unit	
			c. Decode words with common		Assessment	
			prefixes and suffixes.	Recognize irregularly		
			d. Identify words with	spelled words (rule		
			inconsistent but common	breakers).		
			spelling-sound			
			correspondences.			
			e. Recognize and read grade			
			appropriate irregularly spelled			
			words.			

What does fluency sound like? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	Not Applicable	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read irregular words without having to sound them out.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment	
How do good writers produce informative / explanatory text?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W2. Write informative/expl anatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	Write a biography.  Use facts and definitions to explain the important ideas about my subject.  Use graphic organizer to plan prior to writing.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric, Completed biography report and presentation.	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do writer's strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	Revise and edit with teacher and/or peers.  Reread piece to check for misunderstandings, to delete unnecessary details, and to add details.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric, Completed biography report and presentation.		
How can writers produce and publish writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Collaborate with peers.  Use digital technology to assist with publishing.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric	8.1.2.B.1  Illustrate and communicate original ideas and stories using multiple digital tools and resources	

What do good researchers do?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and	NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process,	W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Present information in a clearly organized way, including introducing the subject, providing details, and ending with a concluding statement or section.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment		
	properly cites information	based on focused questions,			Summative – Writing Scoring Rubric,		
	from multiple	demonstrating			Completed biography		
	sources.	understanding of the subject under			report and presentation.		
		investigation.			P		
		NJSLSA.W8.	W.2.8			8.1.2.D.1	
How do	Effective	Gather relevant	Recall information from	Answer questions using	Formative – Teacher	Develop an	
readers gather information	research	information from	experiences or gather information from provided	information gathered from	observation, Anecdotal notes, Writer's	understanding of ownership of	
from text in	presents an answer to	multiple print and digital sources,	sources to answer a	a story.	conference, drafts,	print and nonprint	
order to	questions,	assess the	question		revisions	information	
answer	demonstrates	credibility and	question		On Demand Writing:		
questions	understanding of	accuracy of each			Baseline assessment		
about the text?	the inquiry, and	source, and					
	properly cites	integrate the			Summative – Writing		
	information	information while			Scoring Rubric,		
	from multiple sources.	avoiding plagiarism.			Completed biography report and		
	sources.	piagiarisiii.			presentation.		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do readers discuss books they have read?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount and discuss key details from text presented orally or digitally.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas are enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		

What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose 8.1.2.A.2 Create a document using a word processing application 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
What is a complete sentence?  How can complete sentences be spoken and written?	Presentation of knowledge and ideas are enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL6 Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Present research project orally using complete sentences.  Answer audience complete sentences.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference	resources	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	8.1.2.A.4  Demonstrate developmentally appropriate navigation skills in virtual environments	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

How do writers communicate clearly and correctly?  Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul> <li>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>A. Capitalize holidays, product names, and geographic names.</li> <li>B. Use commas in greetings and closings of letters.</li> <li>C. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	Capitalize proper nouns.  Define possessive nouns and use an apostrophe to form possessives correctly.  Use common spelling patterns when writing.  Identify misspelled words and use resources to correct misspelled words.  Focus: proper nouns (e.g., holidays, geographic names), using apostrophes to form contractions and frequently occurring possessives, use glossaries and dictionaries (print and digital) to enrich written work.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed biography report presentation		
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
How do good readers and writers use words and phrases learned?	Effective readers and writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately used vocabulary	NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Learn new words and phrases (For example, words that apply to the mystery genre). Use new vocabulary when speaking and writing. Use adjectives and adverbs appropriately when speaking and writing.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District R Reading Inventory/Assessment, Writing Scoring Rubric		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit VI Readi April/May	ng and Writing Ser	ies 4 weeks					
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Identify features of the mystery genre. Ask and answer questions before, during, and after reading to enhance understanding.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.  6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	

How do	Effective	NJSLSA.R3	RL.2.3	Identify characters in the	Formative – Teacher	2-PS1-3. Make	9.3.12.ED-TT.6
characters	readers use	Analyze how and	Describe how	story.	observation,	observations to	Identify motivational,
react to events	a variety of	why individuals,	characters in a story	Describe how the characters	Anecdotal notes,	construct an	social and
and challenges	strategies to	events, and ideas	respond to major events	react to the events in the	Reader's Conferences,	evidence-based	psychological
in a story?	make sense of	develop and	and challenges using	mystery.	Oral or written		practices that guide
	key ideas and	interact over the	key details.		retellings/responses,	J	personal conduct.
	details presented	course of a text.			Graphic organizers	of a small set of	
	in text.					pieces can be	
					Summative – District	disassembled	
					Reading	and made into a	
					Inventory/Assessment	new object.	
How is a story	Analyzing for	NJSLSA.R5	RL.2.5	Identify the important	Formative – Teacher		
structured?	structure,	Analyze the	Describe the overall	events from the beginning,	observation,		
	purpose, and	structure of texts,	structure of a story,	middle, and end of the story.	Anecdotal notes,		
	viewpoint	including how	including describing		Reader's Conferences,		
	allows an	specific sentences,	how the beginning	Describe how the	Oral or written		
	effective reader	paragraphs, and	introduces the story	characters, setting, and	retellings/responses,		
	to gain insight	larger portions of	and the ending	action are introduced.	Graphic organizers		
	and strengthen	the text (e/g/, a	concludes the action				
	understanding.	section, chapter,	identifying how each		Summative – District		
		scene, or stanza)	successive part builds		Reading		
		relate to each other	on earlier sections.		Inventory/Assessment		
		and the whole.					

#### 2017 Literacy Curriculum Map

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinar y Connections	21st Century Connections
Am I clear about what I just read?	Students who are college and career ready read and interpret a variety of complex text with confidence and independence.	NJSLSA.R10 Read and comprehend complex literary and informational text independently and proficiently with scaffolding as needed.	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	Read grade level texts. Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, and reread) to aid comprehension.  Reread text to find more information or clarify ideas.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondence for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade appropriate	Identify two syllable words.  Identify common vowel teams.  Identify words with similar patterns that create different sounds.  Recognize irregularly spelled words (rule breakers).	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		

Read lit-red; Read information-purple; Writing-green; S & L-orange; language-blue; Foundational-black

irregularly spelled		
words.		

Essential <b>Questions</b>	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinar y Connections	21 <sup>st</sup> Century Connections
What does fluency sound like? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	Not Applicable	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read irregular words without having to sound them out	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		

What do good	Writing should	NJSLSA.W3.	W.2.3. Write	Write a series story. Use	Formative – Teacher	
writers do?	be purposely	Write narratives to	narratives in which	graphic organizer to plan	observation,	
writers do?	be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and	narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use	graphic organizer to plan story. Write story with events in the correct order. Describe the characters' actions, thoughts, and feelings. Use temporal words to show changes in time. Create an effective opening	Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing	
		well-structured event sequences.	temporal words to signal event order, and provide a sense of closure.	and closing for the story.	Scoring Rubric	

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinar y Connections	21st Century Connections
How do	Producing clear	NJSLSA.W5.	W.2.5. With guidance	Revise and edit with teachers	Formative – Teacher		
writer's	ideas as a writer	Develop and	and support from adults	and/or peers.	observation,		
strengthen	involves selecting	strengthen writing	and peers, focus on a	Reread piece to check for	Anecdotal notes,		
their writing?	appropriate style	as needed by	topic and strengthen	misunderstandings, to delete	Writer's conference,		
	and structure for	planning, revising,	writing as needed	unnecessary details, and to	drafts, revisions		
	an audience and	editing, rewriting,	through self-reflection,	add details.	On Demand Writing:		
	is strengthened	or trying a new	revising and editing.	Edit writing by checking for	Baseline assessment		
	through revision	approach.		errors in capitalization,			
	and technology.			punctuation, and spelling.	Summative – Writing		
					Scoring Rubric		

How can	Comprehension is	NJSLSA.SL1	SL.2.1 Participate in	Participate in collaborative	Formative – Teacher	
discussions	enhanced through	Prepare for and	collaborative	conversations with peers	observation,	
with others	a collaborative	participate	conversations with	about mystery books (ex:	Anecdotal notes,	
lead to better	process of sharing	effectively in a	diverse partners about	literature circles).	Reader's/Writer's	
understanding	and evaluating	range of	grade 2 topics and texts		conference	
?	ideas.	conversation and	with peers and adults in	Follow agreed-upon rules		
		collaboration with	small and larger	for discussion.		
		diverse partners,	groups.			
		building on others'	a. Follow agreed-upon	Make connections between		
		ideas and	norms for discussions	the comments of others.		
		expressing their	(e.g.,			
		own clearly and	gaining the floor in	Ask for clarification and		
		persuasively.	respectful ways,	further explanation as		
			listening to others with	needed.		
			care, speaking one at a			
			time about the topics and			
			texts under discussion).			
			b. Build on others' talk			
			in conversations by			
			linking their explicit			
			comments to the remarks			
			of others.			

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
			c. Ask for clarification and further explanation as needed about the topics and texts under discussion.				

#### 2017 Literacy Curriculum Map

How do reader's discuss books they have read?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Describe key events and details while participating in discussion group.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		
What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays,	NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

Read lit-red; Read information-purple; Writing-green; S & L-orange; language-blue; Foundational-black

	technology, and the appropriate use of language.					
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Use collective nouns (e.g., group).  B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  C. Use reflexive pronouns (e.g., myself, ourselves).  D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  E. Use adjectives and adverbs, and choose between them depending on what is to be modified.  F. Produce, expand,	Use reflexive pronouns.  Expand simple sentences, including developing compound sentences.  Focus: Linking words (e.g., because, and, also) to connect opinion and reasons, use reflexive pronouns (e.g., myself, ourselves), use prefixes to change meaning of words (happy, unhappy), compound words, using dictionaries to check and correct spelling.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric	

			and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			
How do writers communicate clearly and correctly?  Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize holidays, product names, and geographic names.  B. Use commas in greetings and closings of letters.  C. Use an apostrophe to form contractions and frequently occurring possessives.  D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Capitalize proper nouns.  Define possessive nouns and use an apostrophe to form possessives correctly.  Use common spelling patterns when writing.  Identify misspelled words and use resources to correct misspelled words.  Focus: proper nouns (e.g., holidays, geographic names), using apostrophes to form contractions and frequently occurring possessives, use glossaries and dictionaries (print and digital) to enrich written work.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed biography report presentation	

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

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative
Unit VII Reading and V					

weeks June					
How do good readers identify meaning through words, phrases and rhythm?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Identify various forms of poetry.  Identify words and phrases that create a beat in a poem.  Identify words and phrases that create alliteration in a poem.  Identify words and phrases that create rhymes and repetition in a poem.  Describe how words and phrases create rhythm and add meaning to a poem.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment
Am I clear about what I just read?	Students who are college and career ready read and interpret a variety of complex text with confidence and independence.	NJSLSA.R10 Read and comprehend complex literary and informational text independently and proficiently with scaffolding as needed.	RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	Use reading strategies (ex: visualize, infer, reread) to help understand poetry.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment

How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondence for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade appropriate irregularly spelled words.	Identify two-syllable words.  Identify two-syllable words with long vowels.  Identify words with similar patterns that create different sounds.  Recognize irregularly spelled words (rule breakers).	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment
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What does fluency sound like? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	Not Applicable	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read irregular words without having to sound them.  Read poetry orally with accuracy, appropriate rate, and expression.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	Revise and edit with teacher and/or peers.  Reread piece to check for misunderstandings, to delete unnecessary details, and to add details.  Edit writing by checking for errors in capitalization, punctuation, and spelling.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric, Poetry

How can writers produce and publish writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use digital tools to publish poetry.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions  On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Poetry
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Use collective nouns (e.g., group).  B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  C. Use reflexive pronouns (e.g., myself, ourselves).  D. Form and use the past	Use collective nouns.  Use reflexive pronouns.  Expand simple sentences, including developing compound sentences.  Focus: Linking words (e.g., because, and, also) to connect opinion and reasons, use reflexive pronouns (e.g., myself, ourselves), use prefixes to change meaning of words (happy, unhappy), compound words, using dictionaries to check and correct spelling.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric

			tense of frequently occurring irregular verbs (e.g., sat, hid, told).  E. Use adjectives and adverbs, and choose between them depending on what is to be modified.  F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
What is the difference between formal and informal language?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend	L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  A. Compare formal and informal uses of English.	Use formal and informal language when appropriate.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric

		more fully when reading or listening.			
How do good readers and writers clarify information?  How do good writers choose appropriate words?	Effective readers and writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately use vocabulary.	NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Recognize verbs and adjectives that have similar meanings and choose the one that best fits the situation in the story. Use figurative language appropriately while writing poetry.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric

#### Grade 1

#### Mentor Text:

- Night of the Veggie Monster
- Henry and Mudge
- Sharks

#### Manuals Spirals:

- Small Moments Unit 1
- Non Fiction Chapter Books (information) -Unit 2
- Writing Reviews- Unit 3
- Writing Fiction -Unit 4

#### Digital Resources

Resources for teaching Writing (CD)

Manuals

A Guide to the Common Core Writing Workshop

If---Then---Curriculum

Writing Pathways

#### Grade 2

#### Mentor Text:

- Owl Moon
- The Leaving Morning
- Forces in Motion
- Old Elm Speaks

#### Manuals Spirals:

- Improving Narrative Writing -Unit 1
- Writing About Reading (Opinion)- Unit 3
- Lab Reports & Science Books (Informational) -Unit 2
- Poetry Unit 4

Digital Resources

Resources for teaching Writing (CD)

Manuals

A Guide to the Common Core Writing Workshop

(primary Grades)

If---Then---Curriculum

Writing Pathways

#### Grade 3

#### Mentor Text:

- Come On, Rain
- Prince Cinders

#### Manuals Spirals:

- Crafting Stories -Unit 1
- Changing the World (Opinion)- Unit 3
- The Art of Informational Writing Unit 2
- Once Upon a Time (Narrative) Unit 4

#### Digital Resources

Resources for teaching Writing (CD)

#### Manuals

A Guide to the Common Core Writing Workshop

(Intermediate Grades)

If---Then---Curriculum

Writing Pathways

#### Grade 4

#### Mentor Text:

- Fox
- The Revolutionary War
- Pecan Pie Baby
- Fireflies

#### Manuals Spirals:

- Writing Realistic Fiction -Unit 1
- Bringing History to Life (Informational)- Unit 3
- Personal and Persuasive Essays Unit 2
- The Literary Essay (Writing About Fiction) Unit 4

#### Digital Resources

Resources for teaching Writing (CD)

#### Manuals

A Guide to the Common Core Writing Workshop

(Intermediate Grades)

If---Then---Curriculum

Writing Pathways