

Hillsborough Township Public Schools  
Grade 2

2017 Literacy Curriculum Map

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit I Building a Literacy Community (Routines and Personal Narrative) 6 weeks Sept./Oct.</b>							
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 <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<p>Students will build reading and writing stamina.</p> <p>Students will understand the routines established during literacy.</p> <p>Students will be able to choose “just right” books.</p> <p>Identify the characteristics of personal narrative genre.</p> <p>Ask and answer questions before, during, and after reading a text.</p> <p>Identify <i>who, what, where, when, why and how</i> to answer questions about a text.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>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.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>K-2-ETS1-1. Ask</p>	<p>9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p>

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						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.	
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<p>How is a story structured?</p>	<p>Analyzing for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding..</p>	<p>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.</p>	<p>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.</p>	<p>Identify the important events from the beginning, middle, and end of the story.  Describe how the characters, setting, and action are introduced.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment</p>		
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<p>How do illustrations add meaning to a story?</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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.</p>	<p>Discuss how illustrations add to the meaning of a story.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts</p>
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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		

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			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		

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<p>What do good writers do?</p>	<p>Writing 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.</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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.</p>	<p>Write personal narratives with events placed in the correct order.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric</p>		
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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.	<p>Recognize that a good piece of writing requires more than one draft.</p> <p>Revise writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, spelling, etc.</p> <p>Prepare a new draft with changes that strengthens writing.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions</p> <p>On Demand Writing: Baseline assessment</p> <p>Summative – Writing Scoring Rubric</p>		



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

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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		

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Unit II Reading and Writing Realistic Fiction -(Improving Narrative Writing) 6 weeks Oct./Nov.						
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 <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<p>Students will build reading and writing stamina.</p> <p>Students will understand the routines established during literacy.</p> <p>Students will be able to choose “just right” books.</p> <p>Identify the characteristics of personal narrative genre.</p> <p>Ask and answer questions before, during, and after reading a text.</p> <p>Identify who, what, where, when, why and how to answer questions about a text.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences</p> <p>Summative – District Reading Inventory/Assessment</p>	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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<p>How did the characters react to the events and challenges in the story?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p>	<p>Identify the characteristics of a realistic fiction.  Identify characters in a story.  Describe how characters react to events and challenges in a story.  Use information read from the text to make inferences.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment</p>	<p>6.1.4. D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.  6.1.4. D.13 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 culture.</p>	<p>9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.</p>
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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

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How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not applicable	<p>RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Know spelling-sound correspondence for common vowel teams.</p> <p>b. Decode regularly spelled two-syllable words with long vowels.</p> <p>c. Decode words with common prefixes and suffixes.</p> <p>d. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e. Recognize and read grade appropriate irregularly spelled words</p>	<p>Recognize irregularly spelled words</p> <p>Identify words with common prefixes and suffixes.</p> <p>Identify vowel teams</p> <p>Identify two syllable words</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences</p> <p>Summative – Running records, District</p>		
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
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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, Phonics Based Unit Assessment		
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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		

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				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	



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<p>How can discussions with others lead to better understanding?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas</p>	<p>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.</p>	<p><b>SL.2.1</b> 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</p>	<p>Identify and follow the agreed upon rules for discussion.  Ask questions to clarify misunderstandings.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference</p>		
<p>How do readers discuss books they have read?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Recount and discuss key details from text presented orally or digitally.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference</p>		<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts</p>

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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 understanding 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.	

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	displays, technology, and the appropriate use of language.						
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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.	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple</p>	<p>Identify and create simple sentences.</p> <p>Identify and use irregular verbs in the past tense.</p> <p>Use adjectives while writing a story.</p> <p>Focus: Teach/apply mechanics: use adjectives and adverbs, capitalization, punctuation, commas and quotations.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>		

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			and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).				
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., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).  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		

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			correct spellings.				
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<b>Unit III Reading and Writing Informational Text (Opinion) 6 weeks Nov./Dec.</b>							
<p>What do good readers do?</p> <p>How can asking and answering questions help readers understand text?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>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.</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Identify characteristics of an informational text.</p> <p>Identify <i>who, what, where, when, why,</i> and <i>how</i> to answer questions about a text.</p> <p>Ask and answer questions before, during, and after reading a text.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>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.</p>	<p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning</p>

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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



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

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

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<p>How can illustrations and words in the story be used to describe story elements?</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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.</p>	<p>Use illustrations and words in a story to help describe the characters, setting or plot.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts</p>
<p>How do sounds and letters create words?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>Not applicable</p>	<p>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.</p>	<p>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.</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>		

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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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 reader.	NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	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  Summative – Writing Scoring Rubric		

Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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 reader.	NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,	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.  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 letter.		

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		organization, and analysis of content.					
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 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 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.	<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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		

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			conversations by linking their explicit				
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		

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<p>What makes a presentation effective? How does an oral presentation enhance the understanding of a story?</p>	<p>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.</p>	<p>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>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.</p>	<p>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)</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations</p>	<p>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 resources</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts</p>
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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.	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Capitalize proper nouns.</p> <p>Identify a contraction and use an apostrophe to spell them</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>		



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

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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., <i>When other kids are happy that makes me happy</i> ).	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		
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit IV Traditional Literature-Fairytales 4 weeks Jan./Feb.</b>							
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.

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					<p>Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>reasons for changes.</p> <p>6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4. D.18 Explain how an individuals’ beliefs, values, and traditions may reflect more than one</p>	
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<p>What is point of view?</p> <p>How do characters’ points of view differ in a story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Define point of view.</p> <p>Identify the different points of view of characters.</p> <p>Change voice to show different points of view when reading dialogue for different characters.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>		

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

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Essential Questions	Enduring Understandings	NJLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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.  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		

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<p>What does fluency sound like?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>Not applicable</p>	<p>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.</p>	<p>Read fairytales/folktales orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Formative-Teacher observation, Anecdotal notes, individual student/teacher conferences</p> <p>Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>		

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<p>What is a folktale?  How do writers develop a good folktale?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.</p>	<p>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.</p>	<p>Create an original folktale applying the specific features of the folktale genre.  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.  Provide a sense of closure.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric</p>		
<p>How do writers strengthen their writing?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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</p>	<p>Work with an adult and/or peer to make revisions (delete unnecessary details, add clarifying details, and check for misunderstandings)</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric</p>		



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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		

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	the appropriate use of language.	appropriate to task, purpose, and audience.					
What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	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.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		
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<p>Why do the rules of language matter?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The</i></p>	<p>Use collective nouns.</p> <p>Use reflexive pronouns.</p> <p>Expand simple sentences, including developing compound sentences.</p> <p>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.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>		
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			<i>little boy watched the movie; The action movie was watched by the little boy).</i>				
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 more fully when reading or listening.	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 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		

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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit V Reading and Writing Informational Text- Biographies 6 weeks Feb./April (6 weeks)</b>							
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 <i>who, what, where, when, why,</i> and <i>how</i> 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.

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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 idea text and analyze their development; summarize the key supporting details and ideas.	R I.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Recognize informational text genre features.  Determine the main idea of informational text.  Explain the big idea of paragraphs in informational text.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers Summative – District Reading Inventory/Assessment		
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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 generations.  6.1.4.C.1 Evaluate the impact of ideas,	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 Investigate both traditional and nontraditional careers and relate information to

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						<p>inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p>	<p>personal likes and dislikes.</p>
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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> .	<p>Use context clues to determine meaning of words and phrases.</p> <p>Use resources to determine meaning of words and phrases.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>		

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How do good readers use text features?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJLSA.R5 Analyze the structure of text 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.	Use informational text features to locate key facts and information efficiently.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	8.1.2.A.1 Identify basic features of a digital device and explain its purpose	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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.	NJLSA.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.	Explain how images add meaning to the text.  Use images to aid understanding of text.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		



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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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		

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How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know spelling-sound correspondence for common vowel teams.</p> <p>b. Decode regularly spelled two-syllable words with long vowels.</p> <p>c. Decode words with common prefixes and suffixes.</p> <p>d. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e. Recognize and read grade appropriate irregularly spelled words.</p>	<p>Identify common vowel teams.</p> <p>Say the individual sounds a vowel team creates.</p> <p>Identify two syllable words.</p> <p>Decode two-syllable words with long vowels.</p> <p>Recognize irregularly spelled words (rule breakers).</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences</p> <p>Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>		
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<p>What does fluency sound like? Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>Not Applicable</p>	<p>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.</p>	<p>Read irregular words without having to sound them out.</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>		
<p>How do good writers produce informative / explanatory text?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p>	<p>Write a biography.  Use facts and definitions to explain the important ideas about my subject.  Use graphic organizer to plan prior to writing.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and presentation.</p>		

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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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	

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<p>What do good researchers do?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>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).</p>	<p>Present information in a clearly organized way, including introducing the subject, providing details, and ending with a concluding statement or section.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and presentation.</p>		
<p>How do readers gather information from text in order to answer questions about the text?</p>	<p>Effective research presents an answer to questions, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>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.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p>	<p>Answer questions using information gathered from a story.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and presentation.</p>	<p>8.1.2.D.1 Develop an understanding of ownership of print and nonprint information</p>	

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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		

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<p>What makes a presentation effective? How does an oral presentation enhance the understanding of a story?</p>	<p>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.</p>	<p>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>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.</p>	<p>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)</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations</p>	<p>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 resources</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts</p>
<p>What is a complete sentence? How can complete sentences be spoken and written?</p>	<p>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.</p>	<p>NJSLSA.SL6 Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Present research project orally using complete sentences.  Answer audience complete sentences.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference</p>		

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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



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<p>How do writers communicate clearly and correctly?</p> <p>Why do the rules of language matter?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Capitalize proper nouns.</p> <p>Define possessive nouns and use an apostrophe to form possessives correctly.</p> <p>Use common spelling patterns when writing.</p> <p>Identify misspelled words and use resources to correct misspelled words.</p> <p>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.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed biography report presentation</p>		
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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., <i>When other kids are happy that makes me happy</i> ).	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		

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<b>Unit VI Reading and Writing Series 4 weeks</b>							
<b>April/May</b>							
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 <i>who, what, where, when, why,</i> and <i>how</i> 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.	

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<p>How do characters react to events and challenges in a story?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p>	<p>Identify characters in the story. Describe how the characters react to the events in the mystery.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment</p>	<p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.</p>
<p>How is a story structured?</p>	<p>Analyzing for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>NJLSA.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.</p>	<p>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.</p>	<p>Identify the important events from the beginning, middle, and end of the story.  Describe how the characters, setting, and action are introduced.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment</p>		

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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		

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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 out	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 do good writers do?	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.	Write a series story. 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 and closing for the story.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> 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 teachers 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		

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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.	SL.2.1 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 comments to the remarks of others.	Participate in collaborative conversations with peers about mystery books (ex: literature circles).  Follow agreed-upon rules for discussion.  Make connections between the comments of others.  Ask for clarification and further explanation as needed.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
			c. Ask for clarification and further explanation as needed about the topics and texts under discussion.				



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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

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	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., <i>group</i> ).  B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).  C. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).  D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).  E. Use adjectives and adverbs, and choose between them depending on what is to be modified.  F. Produce, expand,	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		

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

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			E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.				
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Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessment Formative and Summative
Unit VII Reading and Writing Poetry 3					

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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.	NJLSA.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.	NJLSA.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

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<p>How do sounds and letters create words?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>Not Applicable</p>	<p>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.</p>	<p>Identify common vowel teams.  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).</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>
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<p>What does fluency sound like? Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>Not Applicable</p>	<p>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.</p>	<p>Read irregular words without having to sound them.  Read poetry orally with accuracy, appropriate rate, and expression.</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>
<p>How do writers strengthen their writing?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.</p>	<p>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.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Poetry</p>

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<p>How can writers produce and publish writing?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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.</p>	<p>Use digital tools to publish poetry.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions</p> <p>On Demand Writing: Baseline assessment</p> <p>Summative – Writing Scoring Rubric, Poetry</p>
<p>Why do the rules of language matter?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past</p>	<p>Use collective nouns.</p> <p>Use reflexive pronouns.</p> <p>Expand simple sentences, including developing compound sentences.</p> <p>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.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>



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

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

<p style="text-align: center;"><b>Grade 1</b></p> <p><i>Mentor Text:</i></p> <ul style="list-style-type: none"> <li>● Night of the Veggie Monster</li> <li>● Henry and Mudge</li> <li>● Sharks</li> </ul> <p><i>Manuals Spirals:</i></p> <ul style="list-style-type: none"> <li>● Small Moments - Unit 1</li> <li>● Non Fiction Chapter Books (information) - Unit 2</li> <li>● Writing Reviews- Unit 3</li> <li>● Writing Fiction -Unit 4</li> </ul> <p><i>Digital Resources</i>  <i>Resources for teaching Writing (CD)</i>  <i>Manuals</i>  <i>A Guide to the Common Core Writing Workshop</i>  <i>If---Then---Curriculum</i>  <i>Writing Pathways</i></p>	<p style="text-align: center;"><b>Grade 2</b></p> <p><i>Mentor Text:</i></p> <ul style="list-style-type: none"> <li>● Owl Moon</li> <li>● The Leaving Morning</li> <li>● Forces in Motion</li> <li>● Old Elm Speaks</li> </ul> <p><i>Manuals Spirals:</i></p> <ul style="list-style-type: none"> <li>● Improving Narrative Writing -Unit 1</li> <li>● Writing About Reading (Opinion)- Unit 3</li> <li>● Lab Reports &amp; Science Books (Informational) - Unit 2</li> <li>● Poetry - Unit 4</li> </ul> <p><i>Digital Resources</i>  <i>Resources for teaching Writing (CD)</i>  <i>Manuals</i>  <i>A Guide to the Common Core Writing Workshop</i>  <i>(primary Grades)</i>  <i>If---Then---Curriculum</i>  <i>Writing Pathways</i></p>
<p style="text-align: center;"><b>Grade 3</b></p> <p><i>Mentor Text:</i></p> <ul style="list-style-type: none"> <li>● Come On, Rain</li> <li>● Prince Cinders</li> </ul> <p><i>Manuals Spirals:</i></p> <ul style="list-style-type: none"> <li>● Crafting Stories -Unit 1</li> <li>● Changing the World (Opinion)- Unit 3</li> <li>● The Art of Informational Writing - Unit 2</li> <li>● Once Upon a Time (Narrative) - Unit 4</li> </ul> <p><i>Digital Resources</i>  <i>Resources for teaching Writing (CD)</i>  <i>Manuals</i>  <i>A Guide to the Common Core Writing Workshop</i>  <i>(Intermediate Grades)</i>  <i>If---Then---Curriculum</i>  <i>Writing Pathways</i></p>	<p style="text-align: center;"><b>Grade 4</b></p> <p><i>Mentor Text:</i></p> <ul style="list-style-type: none"> <li>● Fox</li> <li>● The Revolutionary War</li> <li>● Pecan Pie Baby</li> <li>● Fireflies</li> </ul> <p><i>Manuals Spirals:</i></p> <ul style="list-style-type: none"> <li>● Writing Realistic Fiction -Unit 1</li> <li>● Bringing History to Life (Informational)- Unit 3</li> <li>● Personal and Persuasive Essays - Unit 2</li> <li>● The Literary Essay (Writing About Fiction) - Unit 4</li> </ul> <p><i>Digital Resources</i>  <i>Resources for teaching Writing (CD)</i>  <i>Manuals</i>  <i>A Guide to the Common Core Writing Workshop</i>  <i>(Intermediate Grades)</i>  <i>If---Then---Curriculum</i>  <i>Writing Pathways</i></p>