

Language Arts Curriculum

Second Grade

Curriculum Contributors:

Superintendent:

Isabel Silva
Sheard

Revision Committee:

Jeannie Wicklund

Festante

Acting

Dr. Deborah

Acting

Director:

Dr. Sharon

Supervisor:

Lois Bohm

Table of Contents

Section	Page
Mission Statement	
Academic Overview	
Affirmative Action Compliance Statement	
Literacy Introduction	
Key Ideas & Details	
Craft & Structure	
Integration of Knowledge & Ideas	
Range of Reading & Complexity of Text	
Reading Informational Text	
Key Ideas & Details	

Craft & Structure

Integration of Knowledge & Ideas

Range of Reading & Complexity of Text

Reading Foundational Skills

Phonics & Word Recognition

Fluency

Writing

Text Types & Purpose

Research to Build & Present Knowledge

Speaking & Listening Introduction

Comprehension & Collaboration

Presentation of Knowledge & Ideas

Language

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition

District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics.

They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination

and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

READING: LITERATURE

Key Ideas and Details	
<p>Enduring Understandings:</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CRP.K-12.CRP4 - [<i>Practice</i>] - Communicate clearly and effectively and with reason.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>MA.2.MD.B.5 - [<i>Standard</i>] - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>	<p>Essential Questions:</p> <p>How can analyzing text details help you make inferences and connections?</p> <p>Can you locate text evidence that helps support conclusions drawn from the text?</p> <p>What is the theme of the story?</p> <p>What details help you describe how the character develops from the beginning to the end of the story?</p>

<p>NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>Timeline: Sept thru June</p>	
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> • Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • Recount stories, including fables and folktales from diverse cultures and determine their central message/theme, lesson or moral. • Describe how characters in a story respond to major events and challenges using key details. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> • Demonstrate an understanding of a story event by asking questions and citing details as evidence • Listen to read-alouds and respond to questions • Retell a story to peers and adults using a retelling checklist to look for key components • Compare and contrast folktales from different cultures • Analyze a character using story details <p>Assessments:</p> <ul style="list-style-type: none"> • Retelling Checklist • DRA2 • Anecdotal notes 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • readworks.org • digitalreadworks.org • Science websites • kahoot.com • quizizz.com • plickers.com

- | | |
|--|---|
| | <ul style="list-style-type: none">• Girls Rock Science• Math word problems• Career exploration through leveled texts• Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment• Achieve 3000• www.raz-kids.com• http://bookflix.scholastic.com |
|--|---|

Graphic Organizer

- Facts Chart (Appendix A)
- Compare/Contrast Story Elements Organizer (Appendix B)
- The Proof Is in the Character (Appendix C)
- Story Frame (Appendix D)
- Retelling Checklist (Appendix E)

READING: LITERATURE

Craft and Structure

Enduring Understandings:

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.

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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

MA.2.MD.B.5 - [*Standard*] - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

SOC.K-4.1.4.2 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

Essential Questions:

How can words and phrases be used to convey meaning in a text?

How does point of view or purpose shape the content and style of a text?

How does the structure of the text relate to each other and/or the whole?

<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Timeline: Sept thru June</p>	
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • 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. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> • Read-aloud and discuss rhythm, rhyme, alliteration, and prosody in stories, poems and songs • Have students chorally read select passages to understand the role of rhythm, alliteration etc. in the selection 	<ul style="list-style-type: none"> • Classroom library <ul style="list-style-type: none"> • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • readworks.org • digitalreadworks.org

<p>Use a read-aloud to analyze story structure elements in a discussion about the importance of the beginning, middle or end of a story</p> <ul style="list-style-type: none"> • Make connections between the plots of various stories • Make connections between the plots of various stories • Model through read-alouds how to read with expression for different characters to emphasize point of view • Have students take parts in reading the dialogue of various characters in a selection. Appoint a narrator for nondialogue parts. • Engage in an author or poet study to discuss writer's use of words and style • Have students pose like characters in an illustration and speak to each other about what is happening at that point in the story. • Close reading activities • Use technology to incorporate learning activities • Career exploration discussions and create anchor chart with career connections • Relate how reading strategies can be applied to Math, Science and/or Social Studies lessons. Create anchor chart to show applications <p>Assessments:</p> <ul style="list-style-type: none"> • Anecdotal notes 	<ul style="list-style-type: none"> • kahoot.com • quizizz.com • plickers.com • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment • •
Reading: Literature	
Integration of Knowledge and Ideas	

<p>Enduring Understandings:</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>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>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>CRP6. Demonstrate creativity and innovation.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>How do illustrations and words in a print or digital text make the story clearer?</p> <p>What evidence can you provide that will connect to the reasons and validity of the argument stated?</p> <p>How are the events or characters in this story alike or different from those in other stories you know?</p>
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 	

Model Lessons/Performance Tasks Instructional Strategies/Assessments		Interdisciplinary Connections/Internet and other Resources	
	<ul style="list-style-type: none"> • Discuss a shared reading to examine how illustrations can convey messages about the story and characters • Utilize details from a story to provide evidence of a character's traits, motivations and feelings • Compare and contrast two or more versions of the same story (Ex. <i>Yeh Shen</i> and <i>Cinderella</i>) • Use graphic organizers to compare, contrast and make connections between versions of the same story. 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • readworks.org • digitalreadworks.org • kahoot.com • quizizz.com • plickers.com • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment • • 	

		<ul style="list-style-type: none">
	Assessments: <ul style="list-style-type: none"> Anecdotal notes DRA2 	Graphic Organizer <ul style="list-style-type: none"> The Proof Is in the Character (Appendix C) Compare/Contrast Story Elements Organizer (Appendix B)

Reading: Literature

Range of Reading and Level of Text Complexity

<p>Enduring Understandings:</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>Are you a fluent reader?</p> <p>Are you able to read on grade level with an appropriate reading rate with a high percent of accuracy?</p> <p>Are you able to identify the genre of a selection and explain why?</p> <p>Are you able to read a variety of genres and recognize its text features?</p>
<p>Student Learning Objectives:</p>	
<p>Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> • Students self-select appropriate grade level texts from the classroom leveled library • Act out plays • Read a variety of different genres and recognize their features • Buddy read or use eye-to-eye, knee-to-knee discussion pairs • Close reading activities • Use technology to incorporate learning activities • Career exploration discussions and create anchor chart with career connections 	<ul style="list-style-type: none"> • Classroom library <ul style="list-style-type: none"> • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • readworks.org • digitalreadworks.org • kahoot.com • quizizz.com • plickers.com • www.raz-kids.com

<ul style="list-style-type: none"> • Relate how reading strategies can be applied to Math, Science and/or Social Studies lessons. Create anchor chart to show applications • <p>Assessments:</p> <ul style="list-style-type: none"> • DRA2 • Running Records 	<ul style="list-style-type: none"> • http://bookflix.scholastic.com • Achieve 3000 • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment • •
---	--

Reading: Informational Text

Key Ideas and Details	
<p>Enduring Understandings:</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p> <p>MA.2.MD.B.5 - [<i>Standard</i>] - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as</p>	<p>Essential Questions:</p> <p>How do the details relate to the topic and/or main idea of the selection?</p> <p>What is the main idea and supporting details of the topic?</p> <p>Can you generate a connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures in a text?</p>

<p>drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>Timeline: Sept thru June</p>	
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> • Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>

<ul style="list-style-type: none"> • Turn headings into questions and have students read to find the answers • Use an article to determine main idea, focus of each paragraph and supporting details • Use graphic organizers to show students how details “support” a main idea (e.g. main idea tabletop with details on legs) • Close reading activities • Utilize KWL Strategy to help students read informational text with purpose <p>Assessments:</p> <ul style="list-style-type: none"> • Weekly/Unit Assessments • Anecdotal Notes • Checklists • Observations 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Read-alouds • Brainpopjr.com • readworks.org • digitalreadworks.org • kahoot.com • quizizz.com • discoveryeducation.org • plickers.com • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment • • •
--	---

Reading: Informational Text

Craft and Structure	
<p>Enduring Understandings:</p> <p>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.</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>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>SOC.K-4.1.4.2 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>How can you monitor or clarify your reading?</p> <p>What can you use to locate information in a text?</p> <p>What is the author’s purpose in writing this selection?</p>

Student Learning Objectives:	
<ul style="list-style-type: none"> Determine the meaning of words or phrases in a text relevant to <i>grade 2 topics</i> or <i>subject area</i>. 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 the main purpose of a text, including what the author wants to answer, explain, or describe. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> Infer the meaning of words and phrases using context clues Before reading a selection, analyze text features to deepen understanding of what will be read Read an author study to determine the author's purpose Use vocabulary flashcards or foldables with word on one side and/or definitions on the other side Have students turn headings into questions and read for the answers Play games that encourage students to use contents, glossary and/or index to find specific information Use technology to incorporate learning activities Career exploration discussions and create anchor chart with career connections Relate how reading strategies can be applied to Math, Science and/or Social Studies lessons. Create anchor chart to show applications 	<ul style="list-style-type: none"> Classroom library Independent reading Read-alouds Reader's Theater Brainpopjr.com Sumdog.com readworks.org digitalreadworks.org kahoot.com quizizz.com discoveryeducation.org plickers.com www.raz-kids.com http://bookflix.scholastic.com Achieve 3000 <i>Time for Kids</i> magazine articles Career exploration through leveled texts Science websites Foss Science Kits Social studies learning centers and activities Math learning centers and activities

	<ul style="list-style-type: none"> Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment
Assessments: <ul style="list-style-type: none"> Anecdotal notes DRA2 Weekly/Unit Tests 	Graphic Organizer <ul style="list-style-type: none"> Author's Purpose Organizer (Appendix H) Ask About Author's Purpose Organizer (Appendix I)

Reading: Informational Text

Integration of Knowledge and Ideas	
<p>Enduring Understandings:</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>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>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>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p> <p>Timeline:</p> <p>Sept thru June</p>	<p>Essential Questions:</p> <p>How does the visual information clarify the text?</p> <p>What important reasons does the author use to explain his/her points?</p> <p>What evidence did the author present to support the text?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • Describe how reasons support specific points the author makes in a text. • Compare and contrast the most important points presented by two texts on the same topic. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Discuss a shared reading to examine how illustrations can convey messages about the story 	<ul style="list-style-type: none"> • Classroom library • Independent reading

- Document and support an author's point through journal writing
- Use graphic organizers to compare and contrast two texts on the same topic
- Close reading activities

Assessments:

- Anecdotal notes
- Weekly/Unit Tests

- Read-alouds
- Reader's Theater
- Brainpopjr.com
- readworks.org
- digitalreadworks.org
- kahoot.com
- quizizz.com
- discoveryeducation.org
- plickers.com
- www.raz-kids.com
- <http://bookflix.scholastic.com>
- Career exploration through leveled texts
- Science websites
- Foss Science Kits
- Social studies learning centers and activities
- Math learning centers and activities
- Achieve 3000
- Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment

Reading: Informational Text

Range of Reading and Level of Text Complexity	
<p>Enduring Understandings:</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SOC.K-4.1.4.2 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.</p> <p>MA.2.MD.B.5 - [<i>Standard</i>] - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>Can you read and comprehend a variety of informational texts? What did you learn by reading this selection?</p>

Student Learning Objectives:	
By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Give students a simple outline on an animal (What does it look like? What does it eat? Is it endangered and why?). Have them take notes from informational texts and internet sites and present information to classmates. <p>Assessments:</p> <ul style="list-style-type: none"> • Anecdotal notes • DRA2 • Weekly/Unit Tests 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Read-alouds • Brainpopjr.com • readworks.org • digitalreadworks.org • kahoot.com • quizizz.com • discoveryeducation.org • www.raz-kids.com • http://bookflix.scholastic.com • http://www.dogonews.com/ • Achieve 3000 • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment

--	--

READING FOUNDATIONAL SKILLS- INTRODUCTION

Phonics and Word Recognition	
<p>Enduring Understandings: RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know spelling-sound correspondences 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>Essential Questions: What strategies can you use to decode an unknown word?</p> <ul style="list-style-type: none"> • Multisyllabic words • Common Latin suffixes • Common prefixes and suffixes <p>Can you read grade-level appropriate irregularly spelled words?</p>
Student Learning Objectives:	

<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Categorize and classify words based on syllables, vowel sounds and letter patterns • Teach fix-up strategies for decoding unknown words • Create word books, wheels and foldables on phonics skills • Use flip books with root words, prefixes and suffixes • Create high-frequency word cards with words on one side and student written sentences on the other. <p>Assessments:</p> <ul style="list-style-type: none"> • Anecdotal notes • DRA2 • Weekly/Unit Tests • High frequency Word Lists 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • Sumdog.com • Starfall.com • Sumdog.com • kahoot.com • quizizz.com • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment

--	--

READING FOUNDATIONAL SKILLS- INTRODUCTION

Fluency	
<p>Enduring Understandings:</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p>	<p>Essential Questions:</p> <p>What does reading with accuracy and fluency sound like?</p> <p>What does reading with expression sound like?</p>

<p>Timeline:</p> <p>Sept thru June</p>	
<p>Student Learning Objectives:</p>	
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> • Listen to recorded passages and reread familiar selections to improve accuracy, fluency and prosody • Teach fix-up strategies for decoding unknown words • Chorally read refrains and parts of selections • Incorporate Buddy Reading and jump in reading • Use Guess the Covered Word strategy to practice decoding skills and using context to determine word meaning • Use technology to incorporate learning activities • Career exploration discussions and create anchor chart with career connections • Relate how reading strategies can be applied to Math, Science and/or Social Studies lessons. Create anchor chart to show applications <p>Assessments:</p>	<ul style="list-style-type: none"> • Classroom library • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • readworks.org • digitalreadworks.org • kahoot.com <ul style="list-style-type: none"> • quizizz.com • discoveryeducation.org • plickers.com • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • Career exploration through leveled texts • Science websites

<ul style="list-style-type: none">• DRA2• Weekly/Unit Tests	<ul style="list-style-type: none">• Foss Science Kits• Social studies learning centers and activities• Math learning centers and activities• Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment•
--	---

Writing

Text Types and Purposes	
<p>Enduring Understandings:</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</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>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>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SOC.K-4.1.4.2 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>How do I write my opinion and utilize supporting evidence?</p> <p>What sources can you use to find information on your topic?</p> <p>Why is it important to use sequenced events, rich supporting details, and transitional words to tell a narrative?</p>
Student Learning Objectives	

- Write opinion pieces in which they introduce the topic or name of the 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.
- Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- 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.

Model Lessons/Performance Tasks Instructional Strategies/Assessments

Interdisciplinary Connections/Internet and other Resources

- Recommend a book to a classmate giving reasons
- Have students respond to literature in journals citing reasons for their opinions
- Compose opinion pieces to accompany an advertisement about a product
- Explain through an informative/explanatory piece of writing how to make or do something (expert stories). Encourage use of temporal words to establish the sequence of events or steps
- Write a narrative about an exciting time (a surprise, family outing etc.)
- Use technology to incorporate learning activities
- Career exploration discussions and create anchor chart with career connections
- Relate how reading strategies can be applied to Math, Science and/or Social Studies lessons. Create anchor chart to show applications
-

Assessments:

- Writing Workshop- Conferencing Notes

- Dictionary
- Thesaurus
- Classroom library
- Independent reading
- Brainpopjr.com
- plickers.com
- Google Classroom
- www.raz-kids.com
- <http://bookflix.scholastic.com>
- Achieve 3000
- Career exploration through leveled texts
- Science websites
- Foss Science Kits
- Social studies learning centers and activities
- Math learning centers and activities
- Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment
-
-

Graphic Organizers:

<ul style="list-style-type: none">• Writing Rubrics	<ul style="list-style-type: none">• Flow Map I (Appendix K)• Flow Map II (Appendix L)• Hamburger Paragraph (Appendix M)• Writing Worksheet (Appendix N)• Transition Word List (Appendix O)
---	--

Writing

Research to Build and Present Knowledge	
---	--

<p>Enduring Understandings:</p> <p>NJSLSA.W7. 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>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>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>As authors, how can we use research?</p> <p>How can you use the results of your research to report information on various topics?</p>
<p>Student Learning Objectives:</p> <p>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>Recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>

<ul style="list-style-type: none"> • Give individual students or buddies a simple outline with three or four questions. Have them take notes from a variety of informational texts and online resources to write a short report (e.g. famous person, one aspect of Hillside). • Mark text to gather information to answer questions • Create nonfiction class books about topics covered in class • Utilize learning journals for content areas. Have students write predictions, what they have learned, and what still confuses them <p>Assessments:</p> <ul style="list-style-type: none"> • Writing Rubrics • Project Rubric • Writing Workshop Conferencing Notes 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Brainpopjr.com • readworks.org • digitalreadworks.org • discoveryeducation.org • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • http://kids.nationalgeographic.com/ • <i>Time for Kids</i> magazine articles • http://kids.britannica.com/ • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment • •
--	---

Speaking & Listening

Comprehension and Collaboration

Enduring Understandings:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CRP2. Apply appropriate academic and technical skills.

MA.2.MD.B.5 - [*Standard*] - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as

Essential Questions:

Why is it necessary to work and discuss in collaborative groups?

What strategies can use to make our discussions more effective?

Why is it important to include multimedia components in presentations?

<p>drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>Timeline: Sept thru June</p>	
<p>Student Learning Objectives:</p>	
<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>

<ul style="list-style-type: none"> • Participate in author's chair to share writing and provide feedback • Listen to the teacher read-aloud and retell the text sequentially • Use think-alouds to encourage students to think and speak about their reading Present one of the Talk Moves and have students practice before introducing another • Introduce a topic (e.g. sibling rivalry, how to deal with anger). Initiate a short discussion. Then place books in a center and allow students time to read them. Have another group discussion on the topic and note changes in attitudes and understanding. • Conduct peer interviews • Use class meeting discussions on literature, bullying, and/or current events • Use technology to incorporate learning activities • Career exploration discussions and create anchor chart with career connections • Relate how reading strategies can be applied to Math, Science and/or Social Studies lessons. Create anchor chart to show applications <p>Assessments:</p> <ul style="list-style-type: none"> • Student Works Plus- Interactive Student Book (Listening & Speaking) • Anecdotal notes 	<ul style="list-style-type: none"> • Olweus Bullying Prevention Program • Classroom library • Independent reading • Read-alouds • Reader's Theater • Brainpopjr.com • readworks.org • digitalreadworks.org • www.raz-kids.com • http://bookflix.scholastic.com • Achieve 3000 • Talk Moves • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment
---	--

Speaking & Listening

Presentation of Knowledge and Ideas	
<p>Enduring Understandings:</p> <p>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.</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>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>How can we share ideas effectively?</p> <p>How can you use digital media and visual displays of data to enhance presentations?</p>
Student Learning Objectives:	

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

Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none">• Partner share stories during Writer’s Workshop• Create an audio recording and visual display for a text or self-generated writing• Discuss findings during cooperative science explorations• Develop questions and interview a real person or a character from a story <p>Assessments:</p> <ul style="list-style-type: none">• Anecdotal notes	<ul style="list-style-type: none">• Classroom library• Independent reading• Read-alouds• Reader’s Theater• Brainpopjr.com• readworks.org• digitalreadworks.org<ul style="list-style-type: none">• Google Classroom• Google Slides• www.raz-kids.com• Achieve 3000• Career exploration through leveled texts• Science websites• Foss Science Kits• Social studies learning centers and activities• Math learning centers and activities

	<ul style="list-style-type: none">• Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment•
--	--

Language:

Conventions of Standard English

<p>Enduring Understandings:</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>.MA.2.MD.B.5 - [<i>Standard</i>] - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>Can you identify correct grammar when writing and speaking?</p> <p>Are you using correct capitalization, punctuation, and spelling when writing?</p>
<p>Student Learning Objectives:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use collective nouns (e.g., <i>group</i>).</p> <p>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <ul style="list-style-type: none"> 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>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Capitalize holidays, product names and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage –badge; boy-boil</i>). 	

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none">• Utilize entry “Do Nows” that involve editing sentences with errors• Teach editing skills in Writers’ Workshop• Use mini-lessons and small group remedial instruction to address students’ needs• Present written projects as an oral report• Begin with a simple sentence (The dog sat.) and have students expand and rearrange the words in steps by adding adjectives and adverbs and changing word order. (e.g. Sitting in the high green grass was a huge, furry dog.) <p>Assessments:</p> <ul style="list-style-type: none">• Writing Rubrics• Writing Workshop Conferencing	<ul style="list-style-type: none">• Dictionary• Classroom library• Brainpopjr.com• Sumdog.com• kahoot.com• quizizz.com• Google Classroom• www.raz-kids.com• Achieve 3000• Career exploration through leveled texts• Science websites• Foss Science Kits• Social studies learning centers and activities• Math learning centers and activities• Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment <p>Graphic Organizers:</p> <ul style="list-style-type: none">• Letter Writing Format (Appendix U)

Language:

Knowledge of Language	
<p>Enduring Understandings:</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 more fully when reading or listening.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>Are you able to recognize the difference between the conventions of spoken and written standard English?</p>

Student Learning Objectives: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Discuss the differences between communicating formally and informally (e.g. slang and colloquial expressions) ● Explore examples of formal writing (e.g. composing written work for school) versus informal writing (e.g. text messaging) <p>Assessments:</p> <ul style="list-style-type: none"> ● Writing Rubric ● Writing Workshop Conferencing Notes 	<ul style="list-style-type: none"> ● Classroom library ● Independent reading ● Read-alouds ● Reader's Theater ● Brainpopjr.com ● Sumdog.com ● readworks.org ● digitalreadworks.org ● kahoot.com ● quizizz.com ● plickers.com ● Google Classroom ● Career exploration through leveled texts ● Science websites ● Foss Science Kits ● Social studies learning centers and activities ● Math learning centers and activities ● Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment ● Achieve 3000

Language:

Vocabulary Acquisition and Use	
<p>Enduring Understandings:</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>TECH.8.1.2.A.CS1 - Understand and use technology systems.</p> <p>SCI.K-2.5.1.2.B - Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.</p> <p>Timeline: Sept thru June</p>	<p>Essential Questions:</p> <p>Why do some words have more than one meaning?</p> <p>How are these words alike or different?</p> <p>What tools can we use to determine or clarify the meanings of words?</p>
Student Learning Objectives:	
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). ● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). ● Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). 	

<ul style="list-style-type: none"> • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. • Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). • 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>). • 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>). 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Generate a personal dictionary of new words • Compile a list of words using prefixes and suffixes • Teach fix-up strategies to decode unknown words • Teach Guess the Covered word strategy to help students decode and determine the meaning of unknown words • Model and encourage the replacement of common verbs and adjectives (e.g. ran, nice) with words that vary in intensity (e.g. raced, sprinted, wonderful, interesting) • Use a thesaurus in book and computer applications to find synonyms for overly-used words • Create a wall chart or class thesaurus for overly-used words • After making a prediction using context clues, confirm the meaning of an unknown word using a dictionary • Tally times that students use weekly vocabulary words correctly in conversation and compositions • Find and list similes and metaphors to use in written pieces 	<ul style="list-style-type: none"> • Classroom library • Independent reading • Dictionaries • Brainpopjr.com • Sumdog.com • kahoot.com • quizizz.com • plickers.com • Career exploration through leveled texts • Science websites • Foss Science Kits • Social studies learning centers and activities • Math learning centers and activities • Resource: Reading Benchmark Advance Program Reference Guide-NJSS Alignment • Achieve 3000

- Find, list and discuss the meaning of compound words in reading selections (e.g. Nate the Great)
- Word walls for Math, Science and Social Studies
- Technology-online dictionary and thesaurus
-

Assessments:

- Writing Workshop Conferencing Notes
- Writing Rubrics
- Anecdotal Notes