CACS Curriculum Map — Grade 2 ELA

Aligned to the 2023 NJSLS-ELA, the 2020 NJSLS–Career Readiness, Life Literacies & Key Skills (CLKS), NJ Technology Standards, and New Jersey K–12 mandated-instruction statutes

Standards & Statute Key

Standards Family	Code / Citation	What It Covers
NJSLS-ELA (2023)	**L.RF / L.WF / L.KL / L.VL / L.VI**	Language Domain: Foundational Skills–Reading, Foundational Skills–Writing, Knowledge of Language, Vocabulary–Literal, Vocabulary–Interpretive.
NJSLS-ELA (2023)	**RL.CR / RI.CR**	Reading, Literary/Informational — Close Reading of Text.
NJSLS-ELA (2023)	**RL.CI / RI.CI**	Reading — Central Ideas and Themes of Texts.
NJSLS-ELA (2023)	**RL.IT / RI.IT**	Reading — Interactions Among Text Elements.
NJSLS-ELA (2023)	**RL.TS / RI.TS**	Reading — Text Structure.
NJSLS-ELA (2023)	**RL.PP / RI.PP**	Reading — Perspective and Purpose in Texts.
NJSLS-ELA (2023)	**RL.MF / RI.MF**	Reading — Diverse Media and Formats.
NJSLS-ELA (2023)	**RI.AA**	Reading, Informational — Analysis of an Argument.
NJSLS-ELA (2023)	**RL.CT / RI.CT**	Reading — Comparison of Texts.
NJSLS-ELA (2023)	**W.AW / W.IW / W.NW**	Writing — Argumentative/Opinion, Informative & Explanatory, Narrative Writing.
NJSLS-ELA (2023)	**W.WP / W.WR / W.SE / W.RW**	Writing — Writing Process, Writing Research, Sources of Evidence, Range of Writing.
NJSLS-ELA (2023)	**SL.PE / SL.II / SL.ES / SL.PI / SL.UM / SL.AS**	Speaking & Listening — Participate Effectively, Integrate Information, Evaluate Speakers, Present Information, Use Media, Adapt Speech.
NJSLS-CLKS (2020)	**9.1.2.___**	Personal Financial Literacy, by the end of Grade 2 (Civic Responsibility–CR, Financial Institutions–FI, Financial Psychology–FP, Planning & Budgeting–PB, Risk Management–RM).
NJSLS-CLKS (2020)	**9.2.2.CAP.___**	Career Awareness, Exploration, Preparation & Training — Career Awareness & Planning, by the end of Grade 2. (Source PDF tables this strand under the "9.1.2.CAP" prefix — a known artifact in the 2020 NJDOE draft; the 9.2 domain family is used here per current NJDOE convention.)

Standards Family	Code / Citation	What It Covers
NJSLS-CLKS (2020)	**9.4.2.CI / CT / DC / GCA / IML / TL**	Life Literacies & Key Skills, by the end of Grade 2 — Creativity & Innovation, Critical Thinking & Problem-Solving, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy.
NJ Technology (2014, legacy)	**8.1.2.A–E**	Educational Technology, Grades K–2 band (Technology Operations; Creativity/Innovation; Communication/Collaboration; Digital Citizenship; Research/Information Fluency). Per NJDOE, these concepts are now embedded in 9.4 Life Literacies & Key Skills above; codes are cross-referenced here because the district's existing map cites this document.
N.J.S.A. 18A:52:16A-88	**Amistad Law**	Every board of education shall incorporate the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary students.
N.J.S.A. 18A:35-28	**Holocaust Law**	Every board of education shall include instruction on the Holocaust and genocides, emphasizing each citizen's responsibility to fight racism and hatred. At Grade 2, this is addressed only through developmentally appropriate SEL foundations (empathy, standing up for others, valuing differences) — including the November anti-bullying/conflict-resolution unit; explicit historical content begins in later grades per district scope and sequence.
N.J.S.A. 18A:35-4.36a	**Diversity & Inclusion Law**	Grades K–12: each district shall incorporate instruction highlighting diversity, equity, inclusion, tolerance, and belonging connected to gender/sexual orientation, race/ethnicity, disability, and religion, in an appropriate place in the curriculum.
N.J.S.A. 18A:35-4.35	**LGBT & Disabilities Law**	Requires instruction on the contributions of persons with disabilities and LGBT people — scoped by statute to MIDDLE SCHOOL and HIGH SCHOOL curricula only. Not a Grade 2 requirement; noted here so this map is not mistaken for satisfying it. The Grade 2 kindness/belonging and disability-representation units (Sept/Nov/March) build the SEL foundation this later mandate builds upon.
N.J.A.C. 6A:8-1.1(a)3 / 6A:8-3.1(c)	**21st Century Themes & Interdisciplinary Connections**	District boards must integrate 21st-century themes/skills and interdisciplinary connections throughout the K–12 curriculum — the basis for weaving CLKS and technology standards throughout this ELA map.
Standards-embedded (not a separate statute)	**Climate Change Education**	With the 2020 NJSLS adoption, NJ became the first state to embed climate change education across all content areas, including ELA. The 2023 NJSLS-ELA Climate Change Companion Guide provides the Grade 2 examples cited in the October, February, and May science-linked modules above.

Grade 2 ELA Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September *Module 1* **Citizenship & Community**	***Language – Foundational Skills*** • L.RF.2.3.A/D Know spelling-sound correspondences for common vowel teams; decode closed-syllable,	• I can blend and segment phonemes and read/spell closed- and open-syllable words. • I can identify the central idea of an informational text about being a	***Whole Group (HMH Into Reading, Module 1, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
EQ: What makes someone a good citizen?	closed-syllable-exception, and open-syllable words. • L.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression. • L.WF.2.3.A With modeling, identify subjects and predicates, supplying one as necessary. • L.VI.2.3.B Distinguish shades of meaning among closely related words (antonyms). ***Reading*** • RI.CI.2.2 Recount an informational text and determine the central idea, using supporting evidence (citizenship texts). • RL.CR.2.1 / RI.CR.2.1 Ask and answer questions to demonstrate understanding of key details in a text. • RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. • RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details. ***Writing*** • W.NW.2.3 Write narratives based on real or imagined experiences with basic story elements (personal narrative). • W.WP.2.4 With guidance and support, develop and strengthen writing by planning, revising, and editing. ***Speaking & Listening*** • SL.II.2.2 Recount or describe key ideas or details from a text read aloud (listen actively; create mental images). • SL.PE.2.1.A Follow agreed-upon norms for discussions. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community (citizenship connection). • 9.4.2.GCA.1 Articulate the role of culture in everyday life, comparing one's own experience to others'.	good citizen, using supporting evidence. • I can plan, write, edit, and revise a personal narrative. • I can identify and use subjects and predicates in complete sentences. • I can describe a character's internal and external traits and identify the author's purpose. • I can listen actively and create mental images to remember what I read.	• Phonological awareness: blending and segmenting phonemes. • Phonics focus: closed syllables, closed-syllable exceptions, open syllables; digraphs; suffixes -ed and -ing. • Handwriting: manuscript m, t, d, c, a, i, f, l, s, e, o, u, h, n, g, w, p, b. • Vocabulary: antonyms; irregular words into, two, been, very. • Grammar: subjects and predicates; simple sentences. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 1 Weeks 1–3 Assessments • Into Reading Module 1 Assessment • LinkIt! Form A Benchmark • DIBELS • Follow Scope and Sequence for LML ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Read directions aloud. • Allow student to answer orally & teacher records. • Use manipulatives. • Simplify language. • Assign preferential seating. • Have student repeat directions. • Shorten/modify assignments. • Allow more time.	• We Are Super Citizens • Clark the Shark • The Great Puppy Invasion • Being a Good Citizen • Picture Day Perfection ***Read-Aloud Books*** • Meet the Dogs of Bedlam Farm • The William Hoy Story • Violet the Pilot ***Writing Focal Text & Video*** • Video – Get Involved: Be Awesome! ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 9.4.2.TL.1 Identify the basic features of a digital tool and explain its purpose. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — foundational work: co-constructing classroom community norms through the module's citizenship texts.		• Provide choral reading opportunities to build confidence. • Provide a word bank. • Adjust words on list. ***Standards-Aligned Enrichment*** • Civic-responsibility project (9.1.2.CR.1): design a "Good Citizen" classroom job chart tied to the module's citizenship theme. • Author's-purpose mini-lesson comparing two of the module's citizenship texts (RI.PP.2.5). • Digital "Meet Our Class" collaborative slide introducing basic device navigation (9.4.2.TL.1).	
October *Module 2* **States of Matter** *EQ: How and why does matter change around us?*	***Language – Foundational Skills*** • L.RF.2.3.C Decode words with common prefixes and suffixes; digraphs ck, ng, and ph. • L.RF.2.4.B Read grade-level text orally with appropriate phrasing and intonation. • L.WF.2.2.D.i Read and spell irregular words (nothing, about, around, away, women, woman). • L.VL.2.2.A Use sentence-level context as a clue to the meaning of a word (schwa/vocabulary building). ***Reading*** • RI.CI.2.2 Recognize the central idea of an informational text about matter, using supporting evidence. • RI.PP.2.5 Identify the main purpose of a text (author's purpose). • RL.TS.2.4 Describe the overall structure of a text, including the features of poetry. • RL.IT.2.3 Describe characters, dialogue, and setting in a piece of drama. ***Writing*** • W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information (descriptive essay).	• I can decode and spell words with digraphs ck, ng, and ph. • I can identify the central idea of an informational text about matter, using supporting evidence. • I can plan, write, edit, and revise a descriptive essay. • I can describe a poem's features and the visual patterns created by its language. • I can describe characters, dialogue, and setting in a piece of drama.	***Whole Group (HMH Into Reading, Module 2, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: digraphs ck, ng, ph; the schwa sound. • Handwriting: manuscript r, j, k, q, v, y, M, T, D, C, E, I, F, L, S, A, O, U. • Vocabulary: irregular words nothing, about, around, away, women, woman. • Grammar: plural and collective nouns; sentence types. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments***	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • What's the Matter? • Many Kinds of Matter • The Great Fuzzy Frenzy • Water Rolls Water Rises • The Puddle Puzzle • Looking At Art ***Read-Aloud Books*** • The Important Book • It's Only Stanley • If You Find a Rock ***Writing Focal Text*** • Uncommon Traveler ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• W.WP.2.4 With guidance and support, develop and strengthen writing by planning, revising, and editing. ***Speaking & Listening*** • SL.PI.2.4 Tell a story or recount an experience with relevant, descriptive details. • SL.AS.2.6 Produce complete sentences when appropriate to task and situation. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. • 9.4.2.TL.4 Navigate a virtual space to build context and describe visual content. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 2): RI.MF.2.6 example — students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption.		• Into Reading Module 2 Weeks 1–3 Assessments • Into Reading Module 2 Assessment • LML Scope and Sequence for October ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Diagram-labeling task: states-of-matter poster using illustrations to clarify text (RI.MF.2.6, tied to the module's science content).	• Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Reader's theater of the module's drama selection, focusing on dialogue and setting (RL.IT.2.3). • Descriptive-essay peer-editing workshop using a digital tool to track revisions (W.WP.2.4, 9.4.2.TL.4).	
November *Module 3* **Working Together & Compromise** *EQ: How can we solve problems and work well with others?*	***Language – Foundational Skills*** • L.RF.2.3.A Know spelling-sound correspondences for common vowel teams (VCe). • L.WF.2.2.A.i Spell words with position-based patterns, including soft c, soft g, and the trigraphs tch and dge. • L.VL.2.2.B Determine the meaning of a new word formed when a known prefix (un-, re-) is added to a known word. ***Reading*** • RL.CI.2.2 / RI.CI.2.2 Recount a text and determine its central message, using supporting details. • RL.PP.2.5 Acknowledge differences in the points of view of characters (first- vs. third-person narration). • RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes (persuasive text). ***Writing*** • W.AW.2.1 With prompts and support, write opinion pieces to present an idea with reasons or information (persuasive text). • W.WP.2.4 With guidance and support, develop and strengthen writing by planning, revising, and editing. ***Speaking & Listening*** • SL.PE.2.1.B Build on others' talk in conversations by linking explicit comments to the remarks of others (collaborative discussion). • SL.PI.2.4 Tell a story or recount an experience with relevant, descriptive details.	• I can read and spell words with VCe, soft c and g, and the trigraphs tch and dge. • I can identify the central idea of a text and support it with details, facts, and examples. • I can distinguish between first- and third-person point of view in a story. • I can plan, write, edit, and revise a persuasive text. • I can build on a classmate's ideas during a collaborative discussion about working together.	***Whole Group (HMH Into Reading, Module 3, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: VCe; soft c and g; trigraphs tch, dge. • Handwriting: manuscript H, N, G, W, P, B, R, J, K, Q, V, Y, X, Z. • Vocabulary: prefixes un- and re-; irregular words buy, guy, review, anyone, anything. • Grammar: proper nouns; compound subjects and predicates. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 3 Weeks 1–3 Assessments • Into Reading Module 3 Assessment • LML Scope and Sequence for November ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Meet Me Halfway • Big Red Lollipop • Working with Others • Gingerbread for Liberty • Pepita and the Bully • Be a Hero! Work it Out! ***Read-Aloud Books*** • Mango, Abuela, and Me • Three Hens and a Peacock • Serious Farm ***Writing Focal Text & Video*** • Video – The Compromise Kid • Writing Focal Text: Mr. Tiger Goes Wild ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	NJSLS-CLKS (2020) & NJ Technology • 9.4.2.CI.1 Demonstrate openness to new ideas by initiating or participating in a discussion related to a problem-solving task. • 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community (civic/liberty connection). ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — CORE MONTH: tolerance, empathy, compromise, and standing up against unkindness through the module's conflict-resolution and anti-bullying read-alouds. • SEL foundation for the Holocaust Law (N.J.S.A. 18A:35-28): "Be a Hero! Work It Out!" and "Pepita and the Bully" build early responsibility for standing up against unkindness, which upper grades will connect to explicit Holocaust and genocide instruction.		• Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • "Compromise Circle": students role-play the module's conflict-resolution read-alouds and practice building on a partner's idea (SL.PE.2.1.B, 9.4.2.CI.1). • Persuasive-letter mini-unit: write a persuasive text encouraging a classmate to try compromise instead of conflict (W.AW.2.1). • Community "liberty & responsibility" job chart tied to the module's civic-themed read-aloud (9.1.2.CR.1).	***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
December *Module 4* **Fairy Tales & Folktales** *EQ: How do folktales and fairy tales from different cultures teach us lessons?*	***Language – Foundational Skills*** • L.RF.2.3.A Know spelling-sound correspondences for the three sounds of y (short i, long i, long e). • L.WF.2.2.D.i Read and spell irregular words (says, busy, business, above, among). • L.VI.2.3.C Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning; identify simile, idiom, and alliteration. ***Reading*** • RL.CI.2.2 Recount a text in oral and written form and determine central message, in literary texts such as fables and folktales from diverse cultures. • RL.TS.2.4 Describe the overall structure of a text, including plot elements. • RL.PP.2.5 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character. ***Writing*** • W.NW.2.3 Write narratives based on real or imagined experiences with basic story elements (imaginative story). • W.WP.2.4 With guidance and support, develop and strengthen writing by planning, revising, and editing. ***Speaking & Listening*** • SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences. • SL.PI.2.4 Tell a story or recount an experience with relevant, descriptive details. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.GCA.2 Demonstrate an understanding of the differing cultural perspectives that underlie various texts and traditions. • 9.4.2.IML.2 Represent the same data in multiple visual formats in order to tell a story about the data. ***K–12 Mandated Instruction***	• I can recount a fable or folktale and determine its central message. • I can read and spell words with -s and -es and identify the three sounds of y. • I can identify and explain figurative language, including simile, idiom, and alliteration. • I can plan, write, edit, and revise an imaginative story using past-, present-, and future-tense verbs. • I can make and confirm predictions using evidence from the text.	***Whole Group (HMH Into Reading, Module 4, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: -s and -es; the three sounds of y (short i, long i, long e). • Handwriting: manuscript L, I, T, J, U, Y, R, N, M (upper- and lowercase). • Vocabulary: suffixes -ful and -less; homographs. • Grammar: past-, present-, and future-tense verbs; compound sentences. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 4 Weeks 1–3 Assessments • Into Reading Module 4 Assessment • LML Scope and Sequence for December ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Recipe for a Fairy Tale • How to Read a Story • A Crow, A Lion, and a Mouse! Oh, My • Hollywood Chicken • If the Shoe Fits • Those Clever Crows ***Read-Aloud Books*** • Goldilocks and the Three Dinosaurs • Rabbit's Snow Dance • Perfect Season for Dreaming ***Writing Focal Text & Video*** • Video – Ever After • Writing Focal Text: Aunt Isabel Tells a Good One ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: folktales from diverse cultures, including a Native American folktale, build directly on the NJSLS-ELA RL.CI.2.2 standard's explicit call for "fables and folktales from diverse cultures."		• Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Folktale "compare cultures" circle map: students identify the central message of a Native American folktale and a familiar fairy tale, noting cultural origin (RL.CI.2.2, 9.4.2.GCA.2). • Reader's theater of the module's drama-formatted tale, focusing on differing character points of view (RL.PP.2.5). • Imaginative-story writing workshop drafting an original "twist" on a classic fairy tale (W.NW.2.3).	
January *Module 5* **Great Leaders** *EQ: What makes someone a great leader?*	***Language – Foundational Skills*** • L.RF.2.3.C Decode words with common suffixes, including words that drop the silent e or change y to i for suffix addition. • L.WF.2.3.E Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list; use quotation marks.	• I can identify and use suffix spelling rules (dropping e, changing y to i). • I can distinguish an author's opinion from fact and identify supporting details. • I can describe a leader's chronological journey using text evidence and text features.	***Whole Group (HMH Into Reading, Module 5, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: suffix spelling rules — dropping silent e, changing y to i for suffix addition.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • What's Good to Read? • Going Places • Wilma Rudolph

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• L.VL.2.2.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words. ***Reading*** • RI.PP.2.5 Identify the main purpose of a text, including the author's opinion. • RI.IT.2.3 Describe the connection between a series of historical events within a text (chronological order in a biography). • RL.IT.2.3 Describe how characters respond to major events, including dialogue and character traits. ***Writing*** • W.NW.2.3 Write narratives based on real or imagined experiences with basic story elements (personal essay). • W.WR.2.5 Generate questions about a topic and locate related information from a reference source. ***Speaking & Listening*** • SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details. • SL.ES.2.3 Ask and answer questions about what a speaker says to clarify comprehension or gather additional information. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community. • 9.2.2.CAP.1 Identify different types of jobs and the skills each requires. • 9.4.2.CT.1 Gather information about an issue and collaboratively brainstorm ways to solve the problem. ***K–12 Mandated Instruction*** • Amistad Law, N.J.S.A. 18A:52:16A-88 — PRIMARY MONTH: biography study of Wilma Rudolph, highlighting the contributions of African-Americans to American history, integrated with the module's "Great Leaders" unit around Martin Luther King Jr. Day.	• I can use quotation marks and abbreviations correctly in my writing. • I can retell and paraphrase a biography while maintaining its meaning and logical order.	• Handwriting: manuscript H, B, P, C, O, A, D, G, Q (upper- and lowercase). • Vocabulary: words with -y and -ly; dictionary skills. • Grammar: quotation marks; proper nouns; abbreviations. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 5 Weeks 1–3 Assessments • Into Reading Module 5 Assessment • LinkIt! Form B Benchmark • DIBELS • LML Scope and Sequence for January ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system.	• Great Leaders • Who Are Government's Leaders? • Thomas Edison and the Light Bulb ***Writing Focal Text & Video*** • Video – What It Takes to Be a Great Leader • Writing Focal Text: Stand Tall, Molly Lou Melon ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Class "Great Leaders" timeline project sequencing key events in Wilma Rudolph's life using text evidence (RI.IT.2.3, 9.1.2.CR.1). • Mini research task: gather facts about a leader from a reference source and cite one source (W.WR.2.5). • "Ask the Expert" interview-style Q&A practice using the module's government-leaders vocabulary (SL.ES.2.3, 9.2.2.CAP.1).	
February *Module 6* **Weather Through the Seasons** *EQ: How does weather affect our lives?*	***Language – Foundational Skills*** • L.RF.2.3.A Know spelling-sound correspondences for common vowel teams. • L.WF.2.2.A.vi Read and spell homophones. • L.VL.2.2.B Determine the meaning of a new word formed with -er, -est, un-, or re-. ***Reading*** • RI.TS.2.4 Describe the overall structure of a text and effectively use text features to locate key facts (weather data and graphics). • RI.IT.2.3 Describe the connection between scientific ideas or concepts within a text (cause and effect in weather patterns). • RL.TS.2.4 Describe the overall structure of a text, including the features of a poem.	• I can read and spell words with vowel teams and identify homophones. • I can use text features and graphics to gather information about weather. • I can recognize cause-and-effect organizational patterns and explain how they serve an author's purpose. • I can write an informative/explanatory piece about weather. • I can use subject-verb agreement and forms of the verb be correctly.	***Whole Group (HMH Into Reading, Module 6, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: vowel teams; homophones. • Handwriting: manuscript S, F, E, V, W, Z, X, K (upper- and lowercase). • Vocabulary: suffixes -er, -est; prefixes un-, re-. • Grammar: subject-verb agreement; forms of the verb be. ***Small Group***	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Weather through the Seasons • Wild Weather • Cloudette • Get Ready for Weather • Whatever the Weather • Rain Cloud in a Jar ***Read-Aloud Books*** • Freddy the Frogcaster • The Story of Snow

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Writing • W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information. • W.WR.2.5 Generate questions about a topic and locate related information using digital tools. ***Speaking & Listening*** • SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts. • SL.AS.2.6 Produce complete sentences when appropriate to task and situation (subject-verb agreement). ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. • 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 2): W.IW.2.2 example — students may compose informative/explanatory texts about how local plants and animals adapt to the changing weather in different seasons.		• Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 6 Weeks 1–3 Assessments • Into Reading Module 6 Assessment • LML Scope and Sequence for February ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally.	• Fall Leaves ***Writing Focal Text & Video*** • Video – Wonderful Weather! • Writing Focal Text: When the Moon is Full ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Weather-data research task using a digital tool to locate and evaluate a weather graphic (9.4.2.IML.1). • Cause-and-effect anchor chart built from the module's weather read-alouds (RI.IT.2.3). • Weather poem-writing workshop incorporating vowel-team spelling words (RL.TS.2.4).	
March *Module 7* **Inspiring Biographies** *EQ: How can one person's story inspire others?*	***Language – Foundational Skills*** • L.RF.2.3.A Use syllable division (VC/CV) and know spelling-sound correspondences for r-controlled vowels. • L.WF.2.2.D.i Read and spell irregular words (beauty, beautiful, heart, toward, together). • L.VL.2.2.D Use knowledge of the meaning of individual words to predict the meaning of compound words. ***Reading*** • RI.IT.2.3 Describe the connection between a series of historical events within a text, using time-order words (biography timeline). • RI.CI.2.2 Recount a text and determine main topic, using supporting evidence. • RI.PP.2.5 Identify the main purpose of a text (author's/narrator's opinion vs. fact). ***Writing*** • W.NW.2.3 Write narratives based on real or imagined experiences with basic story elements (imaginative story). • L.WF.2.3.E Punctuate dates, places, and items in a series with commas. ***Speaking & Listening***	• I can divide syllables (VC/CV) and read/spell words with r-controlled vowels. • I can identify time-order words and explain how chronological order supports a biography's purpose. • I can distinguish fact from opinion and identify an author's supporting details. • I can use commas correctly in dates, places, and a series. • I can plan, write, edit, and revise an imaginative story.	***Whole Group (HMH Into Reading, Module 7, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: r-controlled vowels; syllable division VC/CV. • Handwriting: manuscript c, a, d, g, q, o, i, t, p, u, w, v, e, l, f, h, b. • Vocabulary: suffixes -ful, -less, pre-; compound words. • Grammar: commas in dates, places, and a series; adjectives and articles. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 7 Weeks 1–3 Assessments	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Get to Know Biographies • I am Helen Keller • How to Make a Timeline • The Stories He Tells • Drum Dream Girl • Roberto Clemente ***Read-Aloud Books*** • Miss Moore Thought Otherwise • Camping Trip That Changed America • Molly, by Golly ***Writing Focal Text & Video*** • Video – The Story of Me • Writing Focal Text: How I Became a Pirate ***Digital & Print Program Materials***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.IML.3 Compare and contrast the validity of different sources and evaluate the trustworthiness of the source. • 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: biography study of Roberto Clemente and Helen Keller highlights diverse cultural backgrounds and disability representation, connecting to Amistad Law themes explored in January.		• Into Reading Module 7 Assessment • LML Scope and Sequence for March ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Class biography timeline project sequencing key life events of Roberto Clemente or Helen Keller using time-order words (RI.IT.2.3). • Digital source-evaluation mini-lesson: comparing two biography sources on the same person (9.4.2.IML.3).	• Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Civic-responsibility connection: discuss how each biography subject served their community (9.1.2.CR.1).	
April *Module 8* **Plant Growth & Life Cycles** *EQ: What do living things need to grow?*	***Language – Foundational Skills*** • L.RF.2.3.A Know spelling-sound correspondences for r-controlled vowels (continued). • L.WF.2.2.A.iii Spell words with the suffixes -s, -es, mis-, and dis-. • L.VL.2.2.E Use glossaries and beginning dictionaries to determine meaning, pronunciation, and spelling of words. ***Reading*** • RI.TS.2.4 Use text features (graphics, photographs, captions) to locate key facts about plant growth. • RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors. • RI.IT.2.3 Describe the connection between steps in a sequence within a text (plant life cycle). ***Writing*** • W.WR.2.5 Generate questions and determine appropriate sources to locate information (research). • W.RW.2.7 Engage in both collaborative and independent writing tasks (procedural text). ***Speaking & Listening*** • SL.PE.2.1.B Build on others' talk in conversations by linking explicit comments to the remarks of others. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. • 9.4.2.DC.1 Compare the actions of an effective digital citizen to an ineffective digital citizen.	• I can read and spell words with r-controlled vowels and the suffixes -s, -es, mis-, and dis-. • I can use text features, graphics, photographs, and captions to locate information about plant growth. • I can compare and contrast two informational texts on the same topic by different authors. • I can determine appropriate sources to locate information for research. • I can plan, write, edit, and revise a procedural text.	***Whole Group (HMH Into Reading, Module 8, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: r-controlled vowels (continued). • Handwriting: cursive k, r, s, v, m, x, y, z, A, C, O, U, V. • Vocabulary: suffixes -s, -es, mis-, dis-; nouns for places. • Grammar: adjectives; comparative/superlative -er/-est; irregular verbs; transition and time-order words. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 8 Weeks 1–3 Assessments • Into Reading Module 8 Assessment • LML Scope and Sequence for April ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • The Growth of a Sunflower • Plant Needs to Grow • Jack and the Beanstalk • Jackie and the Beanstalk • Don't Touch Me! • George Washington Carver ***Read-Aloud Books*** • From Seed to Pine Tree • Berry Song • The Patchwork Garden ***Writing Focal Text & Video*** • Video – Totally Growing Live • Writing Focal Text: From Seed to Plant ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Compare-and-contrast graphic organizer for two plant-growth texts by different authors (RI.CT.2.8). • Procedural-writing workshop: a "How to Grow a Plant" step-by-step text using transition words (W.RW.2.7). • Digital source-reliability mini-lesson before a plant-research task (9.4.2.IML.1).	• Smartboard • Let Me Learn (LML) Scope and Sequence
May *Module 9* **Animal Habitats** *EQ: How do animals adapt to their habitats?*	***Language – Foundational Skills*** • L.RF.2.3.B Decode regularly spelled two-syllable words with long vowels and the vowel team oo; use syllable division (V/CV, VC/V). • L.WF.2.2.A.v Spell contractions using apostrophes.	• I can divide syllables (V/CV, VC/V) and read/spell words with the vowel team oo. • I can use text features to locate information about animal habitats. • I can identify features of a folktale and its central message.	***Whole Group (HMH Into Reading, Module 9, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonics focus: vowel team oo; syllable division (V/CV, VC/V).	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • The Best Habitat for Me • The Long, Long Journey

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• L.VL.2.2.D Use knowledge of individual word meanings to predict the meaning of compound words (nouns for places). ***Reading*** • RI.TS.2.4 Effectively use text features to locate key facts or information about habitats. • RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes (persuasive text). • RL.CI.2.2 Recount a text and determine its central message, focusing on the features of a folktale. ***Writing*** • W.WR.2.5 Generate questions about a topic and locate related information through shared and independent research. • W.SE.2.6 Prioritize information provided by different sources on the same topic (research report). ***Speaking & Listening*** • SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.IML.3 Compare and contrast the validity of different sources and evaluate the trustworthiness of a source. • 9.4.2.DC.7 Describe actions peers can take to positively impact climate change. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 2): SL.PE.2.1 example — students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.	• I can plan, write, edit, and revise a research report, citing sources and evidence. • I can ask and answer questions of a speaker to gain information about local plants and animals.	• Handwriting: cursive I, D, E, J, S, G, H, K, F, L, T, M, N, W, X, Y. • Vocabulary: prefixes mis-, pre-; nouns for places. • Grammar: apostrophes and contractions with pronouns; adverbs; possessive nouns. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 9 Weeks 1–3 Assessments • LinkIt! Form C Benchmark • DIBELS • Into Reading Module 9 Assessment • Follow Scope and Sequence for LML ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets.	• Sea Otter Pups • At Home in the Wild • Abuelo and the Three Bears • Ducklings Jump from Nest ***Read-Aloud Books*** • Nature's Patchwork Quilt • Kali's Story • Out of the Woods ***Writing Focal Text & Video*** • Video – Creature Comforts • Writing Focal Text: The Great Kapok Tree ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Accelerated Reader • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. • Assign a K–1 buddy. ***Standards-Aligned Enrichment*** • Guest-speaker or virtual-expert Q&A on local habitats and how peers can help protect them (SL.PE.2.1, 9.4.2.DC.7). • Research-report mini-project: gather facts about a habitat from two sources and cite evidence (W.WR.2.5, W.SE.2.6, 9.4.2.IML.3). • Folktale-features anchor chart built from the module's animal folktale read-alouds (RL.CI.2.2).	
June *Culmination* **Review, Celebration & Summative Assessment** *EQ: What have I learned this year as a reader, writer, and community member?*	***Cumulative — All Domains*** • Language: L.RF.2.3–4, L.WF.2.1–3, L.KL.2.1, L.VL.2.2, L.VI.2.3 — end-of-year mastery check. • Reading: full-year review of RL/RI Close Reading (CR), Central Ideas (CI), Interactions of Text (IT), Text Structure (TS), Perspective (PP), Media (MF), Argument (AA), and Comparison (CT) strands. • Writing: W.AW.2.1, W.IW.2.2, W.NW.2.3 — culminating writing-celebration piece drawing on a genre from the year (opinion, informative, narrative, or research report).	• I can show what I learned this year by sharing a piece of writing and reading it aloud. • I can compare a book I read in September to one I read in May and describe how I've grown as a reader. • I can present a favorite project to my class or family. • I can describe one way I am a caring, responsible member of my classroom community.	***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Continue all IEP/504-plan accommodations and ELL supports through end-of-year assessment windows (preferential seating, extended time, directions read aloud, word banks, flexible grouping). • Provide portfolio conferencing in home language or with translation support for ELL families where needed. • For advanced students: extend the culminating project with independent research, longer writing pieces, or a	***Core Program*** • Into Reading Program, end-of-year assessment materials ***Word Study, Assessment & Intervention*** • DIBELS / district benchmark assessment (spring window) • LinkIt! ELA Form C (end-of-year) • Let Me Learn (LML) Scope and Sequence ***Classroom Materials***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• Speaking & Listening: SL.PE.2.1–SL.AS.2.6 — culminating presentation of a portfolio piece to peers/families. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CI.1 & 9.4.2.CT.1 — culminating project requiring creativity and problem-solving (a "Second Grade Author's Celebration"). • 9.4.2.TL.4 Navigate a virtual space to build context and describe visual content — final digital portfolio piece. ***K–12 Mandated Instruction*** • Recap of the year's Amistad Law and Diversity & Inclusion Law (N.J.S.A. 18A:35-4.36a) threads through a culminating "Our Class Community" celebration.		peer-teaching role in the author's celebration. ***Standards-Aligned Enrichment*** • End-of-year portfolio conferences: students select and reflect on a favorite reading/writing piece from each module. • Culminating "Second Grade Author's Celebration": student-created exhibits (digital + physical) synthesizing science, community, and story themes from the year. • Summative assessment window (Into Reading Module 9 assessment, DIBELS/benchmark administration, LinkIt! ELA Form C). • Transition-to-Grade-3 celebration and family showcase.	• Student portfolios (digital and print) collected September–May