



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Reading Grade 2

Aligned to NJSL Standards

Superintendent of Schools:

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CCCS born on 8/2011

Addenda adopted 5/2016

NJSLS born on 3/2017

Unit Overview Template

Content Area: ELA

Unit Title: Unit 1: Neighborhood Visit

Target Course/Grade Grade 2

Level:

Unit Summary

Students read about different kinds of communities while practicing skills and strategies of good readers and writers.

Primary interdisciplinary connections: Science/Social Studies

21st century themes: Sequence of events, Compare and Contrast, Author's Purpose, Cause and Effect, Story Structure

Learning Targets

Standards NJSL

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content Statements

Short vowels (*a,e,i,o,u*); long vowels (*a,e,i,o,u*); CVC syllable pattern; sounds for *c*; sounds for *g*; consonant blends (*r,l,s*); high-frequency words; target vocabulary; alphabetical order; using a glossary; multiple-meaning words; context clues; base words and endings (*-ed, -ing*); sequence of events; key ideas; compare and contrast; author's purpose; cause and effect; story structure; inferences; predictions; questioning; analysis/evaluation; summarizing; visualizing; word choice; personification; repetition; descriptive details; fluency; word recognition; words connected in text; fluency self-corrections; intonation; phrasing with punctuation; brainstorming; narrowing research topics; forming questions; discussions; retelling a story; formulation of open-ended questions; direction giving and following; listening for a purpose; poem interpretation; subjects and predicates; complete sentences; statements and questions; nouns (singular and plural); narrative sentences; friendly letter; descriptive sentences; prewriting; ideas generation; drafting; revising; sentence fluency

Unit Essential Questions

- Why is the order of events in a story important?
- How are families alike and different?
- Why might an author write a story?
- What might cause a story character to change?
- What clues tell you where and when a story takes place?

Unit Enduring Understandings

- There are different kinds of communities

Unit Learning Targets

Students will...

- Understand and use the target vocabulary words to build background knowledge
- Blend, read, sort, and write words with short and long vowels, CVC syllable pattern, hard and soft sounds for *c* and *g*, consonant blends (*r,l,s*)
- Identify and count syllables in spoken words
- List words in alphabetical order up to the third letter
- Use a glossary and context to understand the meanings of unfamiliar words
- Use word-learning strategies independently
- Read and reread decodable text with short and long vowel words, CVC words, high frequency words, words with hard and soft sounds for *c* and *g*, consonant blends (*r,l,s*)
- Practice reading fluently by recognizing words and reading them correctly, self-correcting mistakes, changing intonation, and using punctuation
- Identify important ideas in text
- Make connections to text
- Identify and retell sequence of events in a story
- Use text and picture clues to compare and contrast story elements with personal experiences
- Ask and answer questions while reading
- Infer and predict story events
- Identify author's purpose for writing a selection
- Identify setting, characters, and plot
- Visualize story events
- Use the Analyze/Evaluate strategy to think carefully about the details in the story

- Identify and infer cause-effect relationships
- Retell and summarize story events or ideas with a beginning, middle, and end
- Identify and use parts of a sentence (subjects and predicates)
- Distinguish between complete and run-on sentences
- Review how to identify and use contractions
- Combine sentences to form compound subjects
- Identify statements and questions and write them correctly
- Identify, generate, and use singular and plural nouns
- Identify and understand words with *-ed* and *-ing* endings
- Review identifying kinds of adjectives and using them to compare
- Review how to use abbreviations for titles
- Review using possessive pronouns
- Identify characteristics of good true story sentences, friendly letters, good descriptive sentences
- Brainstorm and narrow story topics for true stories and friendly letters
- Add details, feelings, and sense words to sentences
- Draft, revise, edit, and publish true stories, friendly letters, and descriptive sentences
- Interpret poems
- Listen for a purpose
- Hold a conversation or discussion
- Formulate open-ended questions
- Follow and give directions

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests, Spelling tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading logs
- Teacher observation
- Running records
- Practice book
- Exit Slips
- Writing rubric

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Sequence of Events	5 days
2	Compare and Contrast	5 days
3	Author's Purpose	5 days
4	Cause and Effect	5 days
5	Story Structure	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 2: Nature Watch

Target Course/Grade Grade 2

Level:

Unit Summary

Students use literature to learn about nature.

Primary interdisciplinary Science/Social Studies

connections:

21st century Text and Graphic Features, Conclusions, Main Idea and Details, Understanding Characters, Fact
themes: and Opinion

Learning Targets

Standards

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

F. Know spelling-sound correspondences for common vowel teams.

G. Decode regularly spelled two-syllable words with long vowels.

H. Decode words with common prefixes and suffixes.

I. Identify words with inconsistent but common spelling-sound correspondences.

J. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

D. Read grade-level text with purpose and understanding.

E. Read grade-level text orally with accuracy, appropriate rate, and expression.

F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content Statements

Common final blends (*nd, ng, nk, nt, ft, xt, mp*); double consonants and *ck*; double consonants (CVC); consonant digraphs (*th, sh, wh, ch, tch, ph*); base words and endings (*-s, -ed, -ing*); CV syllable pattern; contractions; high frequency words; target vocabulary; base words and prefixes (*un-, re-*); homophones; compound words; synonyms; base words and suffixes (*-er, -est*); text and graphic features; drawing conclusions; main idea and details; understanding characters; fact and opinion; questioning; analysis/evaluation; visualizing; summarizing; monitoring meaning; word choice; sensory words; personification; repetition; comparisons; reading with accuracy and expression; reading rate; phrasing with punctuation and appropriate stress; research sources; nonverbal cues; computer basics; dictionaries; plural nouns; proper nouns; verbs in the past, present, and future; spelling with blends, double consonants, digraphs, and suffixes; informational paragraphs; summary paragraphs; idea generation; organization; voice; word choice

Unit Essential Questions

- How can chapter headings help you?
- What helps you make decisions about a character?
- How do you know what a story is mostly about?
- What can you learn from the way a character acts?
- How do you know if something is a fact or an opinion?

Unit Enduring Understandings

- Nature can teach us many things

Unit Learning Targets

Students will...

- Understand and use the target vocabulary words to build background
- Identify, read, spell, and write words with common initial and final blends
- Blend, read, spell, and write words with double consonants, double medial consonants (CVC) and *ck*
- Sort and substitute phonemes and syllables in words
- Identify, understand, and use base words with prefixes and suffixes
- Identify middle and final sounds in words
- Count syllables in spoken words
- Blend, build, and read words with open and closed syllables
- Identify and understand compound words
- Identify, build, read, and write contractions
- Change beginning and ending sounds in words
- Use word-learning strategies independently
- Read decodable text with high-frequency words, words with common blends and digraphs, words with double consonants, words with prefixes and suffixes, and contractions
- Practice reading fluently with expression at an appropriate rate, paying attention to punctuation and natural phrasing and stress
- Identify text and graphic features and their function
- Identify the topic, main idea, and supporting ideas in informational text
- Identify and explain text and graphic features and use them to find information, answer questions, and make predictions
- Monitor understanding and ask questions about a selection
- Understand characters' feelings and traits based on evidence from text
- Use knowledge of characters to summarize texts
- Make connections to text
- Visualize text details
- Draw conclusions from text details and support them with text evidence
- Use clues to infer main idea and supporting details
- Summarize an informational text
- Identify given statements as facts or opinions

- Form and use plural nouns
- Correctly write proper nouns
- Identify and write verbs in present, past, and future time
- Use exact verbs in sentences, adding *-s*, *-es*, and *-ed* when necessary
- Use correct subject-verb agreement
- Identify and understand homophones
- Identify and understand synonyms
- Review parts of a sentence and complete sentences
- Identify characteristics of a good informational paragraph, summary paragraph, and instructional essay
- Use facts as details to support a main idea
- Understand and gather evidence from different kinds of sources in research
- Understand basic ways to use a computer
- Use a dictionary on a computer
- Draft, revise, edit, and publish an informational paragraph, summary paragraph, and instructional essay
- Use nonverbal cues

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests

Spelling tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading logs
- Teacher observation
- Running records
- Practice book
- Exit Slips
- Writing rubric

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
6	Text and Graphic Features	5 days
7	Conclusions	5 days
8	Main Idea and Details	5 days
9	Understanding Characters	5 days
10	Fact and Opinion	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 3: Tell Me About It

Target Course/Grade Grade 2

Level:

Unit Summary - Students read and discuss literature to learn about each other.

Primary interdisciplinary connections: Science/Social Studies

21st century themes: Drawing conclusions story structure, author's purpose, main ideas & details, cause & effect

Learning Targets

Standards

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

K. Know spelling-sound correspondences for common vowel teams.

L. Decode regularly spelled two-syllable words with long vowels.

M. Decode words with common prefixes and suffixes.

N. Identify words with inconsistent but common spelling-sound correspondences.

O. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

G. Read grade-level text with purpose and understanding.

H. Read grade-level text orally with accuracy, appropriate rate, and expression.

I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content Statements

High frequency words; target vocabulary; listening and speaking; base words and endings; phonics review; prefixes; suffixes; vowel digraphs; long vowels (o); compound words, schwa vowel sound; fluency with expression, intonation, stress, and natural pauses; listening comprehension; drawing conclusions; inferences; predictions; making connections; story structure; questioning; idioms; author's purpose; analysis/evaluation; dictionary skills; main idea and details; summaries; cause and effect; kinds of sentences; word choice; persuasive writing; opinion letters; interviews; proofreading; spelling; voice; quotation marks; proper nouns; action verbs; abbreviations

Unit Essential Questions

- What helps you make a decision about a character?
- How do you find important story characters?
- Why do authors write different kinds of texts?
- How do you know when story ideas are important?
- What might cause a story character to change?

Unit Enduring Understandings

- We learn from each other

Unit Learning Targets

Students will...

- Understand and use the target vocabulary words to build background
- Draw conclusions from articles
- Segment and count syllables and phonemes in words
- Blend, build, sort, read, write, and spell words with endings (-s, -es), contractions, vowel digraphs, long o and the CV syllable pattern
- Identify, blend, and read words with the schwa sound
- Identify and understand words with prefixes and suffixes
- Identify and understand idioms
- Use word-learning strategies independently
- Practice reading fluently with accuracy, expression, stress, and natural pauses
- Learn about important ideas in text
- Identify story structure elements such as characters, setting, and plot
- Use story details to describe plot
- Draw conclusions from details and clues in text
- Make inferences and predictions
- Make connections to text
- Determine author's purpose for writing and analyze and evaluate how well the author achieved his/her purpose
- Infer the theme or author's message
- Ask and answer questions while reading
- Listen for, infer, and retell main ideas and supporting details in informational text
- Identify cause-and-effect relationships within a story
- Monitor understanding of text and clarify confusing parts
- Summarize important information
- Identify questions, statements, commands, and exclamations
- Fix run-on sentences and join sentences with conjunctions
- Write and proofread different kinds of sentences with correct capitalization and punctuation
- Write proper nouns and titles correctly
- Review action verbs and forming verbs in past, present and future time
- Blend, read, spell, and write compound words
- Write quotations correctly with punctuation and capitalization
- Write abbreviations correctly
- Use an encyclopedia on the computer
- Identify and use parts of a dictionary entry
- Use tables of contents and indexes to locate information
- Navigate a website
- Identify characteristics of good persuasive writing and opinion paragraphs
- State a goal clearly in a persuasive letter

- Use exact words that show a strong opinion
- Conduct an interview
- Understand textual sources for research
- Use a Web graphic organizer to plan writing
- Draft, revise, edit, and publish a persuasive letter and opinion paragraph

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests, spelling tests

Spelling tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading logs
- Teacher observation
- Running records
- Practice book
- Exit Slips
- Writing rubric

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
11	Conclusions	5 days
12	Story Structure	5 days
13	Author's Purpose	5 days
14	Main Idea and Details	5 days
15	Cause and Effect	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 4: Heroes and Helpers

Target Course/Grade Grade 2

Level:

Unit Summary - Students read and discuss literature to learn about ways to help and make a difference.

Primary interdisciplinary connections: Science/Social Studies

21st century themes: Drawing conclusions story structure, author's purpose, main ideas & details, cause & effect

Learning Targets

Standards

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

P. Know spelling-sound correspondences for common vowel teams.

Q. Decode regularly spelled two-syllable words with long vowels.

R. Decode words with common prefixes and suffixes.

S. Identify words with inconsistent but common spelling-sound correspondences.

T. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

J. Read grade-level text with purpose and understanding.

K. Read grade-level text orally with accuracy, appropriate rate, and expression.

L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content Statements

High frequency words; target vocabulary; base words and endings; long *i*; long *e* sound for *y*; changing *y* to *i*; words with *ar*, *or*, and *ore*; homographs; homophones; antonyms; synonyms; suffixes; prefixes; compound words; story structure; inferences; predictions; sequence of events; visualizations; character analysis; evaluations; text and graphic features; compare and contrast; questioning; monitoring meaning; ideas in symbols; figurative language; specialized language; sensory words; reading rate; stress; expression; phrasing with punctuation; intonation; types and purposes of media; critical listening; responding to questions; e-mail; conventions of websites; media messages; pronouns; subject-verb agreement; forms of verb *to be*; commas; fictional narrative writing; idea generation; voice; descriptive paragraph; word choice; organization

Unit Essential Questions

- When might a character need help solving a problem?
- What words show the order of events in a story?
- What makes a character interesting?
- What can you learn from signs in your community?
- How can stories be alike and different?

Unit Enduring Understandings

- We can all make a difference

Unit Learning Targets

Students will...

- Understand and use the target vocabulary words to build background
- Identify and count syllables in words
- Blend, read, write, and spell base words with endings
- Blend, read, write, and spell words with long *o*, long *i*, and long *e* sound
- Blend, read, write, and spell words with *ar*, *or*, *ore*
- Review and sort words with vowel digraphs
- Substitute vowel sounds in words
- Blend and read compound words
- Build, blend and read plural words with *-es*
- Use knowledge of suffixes to determine word meanings
- Read and understand words with prefixes and suffixes
- Use word-learning strategies independently
- Practice reading fluently with accuracy, expression, stress, phrasing, intonation and natural pauses
- Learn about important ideas in text
- Identify setting, characters, and plot
- Compare and contrast story characters to clarify understanding
- Compare and contrast story details with personal experiences
- Describe plot development
- Identify and retell order of events in a story
- Figure out events not stated clearly
- Figure out characters' feelings and traits based on their actions, speech, and relationships
- Find supporting examples from text
- Make predictions, inferences, and judgments about story details and story structure
- Use facts about familiar people to infer traits of story characters
- Use pictures to gain information and make predictions
- Ask questions to aid comprehension
- Explain information from pictures
- Make connections between self, text, and world
- Generate and discuss alternative endings
- Organize story elements in a Story Map
- Use subject-verb agreement with pronouns
- Use context clues to determine meaning of homographs
- Identify correct homophones
- Identify and understand antonyms and synonyms using sentence context

- Review kinds of sentences
- Use the verb *be*
- Use commas in letter writing, series, and sentences
- Review writing quotations
- Review writing proper nouns
- Review capitalizing and underlining book titles
- Understand media genres and recognize purposes of media
- Use online newspapers/magazines
- Identify written conventions of email and websites
- Compare and contrast media messages
- Respond to questions
- Listen critically
- Identify characteristics of a good story
- Identify characteristics of a good descriptive paragraph
- Use details to show a reader what is happening
- Use dialogue to tell readers what characters are like
- Use sense words to describe
- Use a sequence chart to plan a fictional story paragraph
- Use a story map to plan a story
- Write a strong beginning, middle, and ending for a story
- Draft, revise, edit, and publish a fictional story and a descriptive paragraph

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests, Spelling Tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading logs
- Teacher observation
- Running records
- Practice book
- Exit Slips
- Writing rubric

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
16	Story Structure	5 days
17	Sequence of Events	5 days
18	Understanding Characters	5 days
19	Text and Graphic Features	5 days
20	Compare and Contrast	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 5: Changes, Changes Everywhere

Target Course/Grade Level: Grade 2

Unit Summary

Students read and discuss literature to learn about how living things change over time.

Primary interdisciplinary connections: Science/Social Studies

21st century themes: Main ideas and details, understanding characters, conclusions, cause & effect, sequence of events

Learning Targets

Standards

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

U. Know spelling-sound correspondences for common vowel teams.

V. Decode regularly spelled two-syllable words with long vowels.

W. Decode words with common prefixes and suffixes.

X. Identify words with inconsistent but common spelling-sound correspondences.

Y. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

M. Read grade-level text with purpose and understanding.

N. Read grade-level text orally with accuracy, appropriate rate, and expression.

O. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content Statements

High frequency words; target vocabulary; r-controlled vowels; homophones; base words and endings; prefixes; suffixes; final stable syllables; silent consonants; dictionaries; figurative language; idioms; multiple-meaning words; antonyms; main idea and details; understanding characters; conclusions; cause and effect; sequence of events; inferences; predictions; questions; summaries; visualizing; monitoring meaning; sensory words; similes; repetition; dialogue; reading with natural pauses, self-corrections, adjusted rate, expression, and phrasing; headings; charts; graphs; diagrams; speeches; adjectives; irregular verbs; problem-solution paragraph; compare and contrast paragraphs; informational paragraph; research report; word choice; organization; idea generation; voice

Unit Essential Questions

- How do you know which facts are important?
- What can you learn from a character's words and actions?
- What helps you make a decision about a character?
- How can one event in a story cause another to happen?
- What steps would you take to plant a garden?

Unit Enduring Understandings

- Living things change over time.

Unit Learning Targets

Students will...

- Understand and use the target vocabulary words to build background
- Count and name syllables in words
- Substitute vowel sounds in words to create new words
- Blend, read, write, and spell words with r-controlled vowels
- Blend, read, write, and spell words with *au, aw, al, o, a*
- Name first and final sounds in words with silent consonants
- Blend, build and read words with silent consonants
- Blend, build and read base words with endings *-er, -est*
- Blend, build, and read words with final stable syllables *-tion, -ture*
- Apply knowledge of suffixes to read longer words
- Blend, read, sort, write, and spell words with suffixes and prefixes
- Use context to determine meaning of multiple-meaning and unfamiliar words
- Use word-learning strategies independently
- Practice reading fluently with self-corrections, adjusting rate according to purpose for reading
- Learn about important ideas in text
- Identify topic, main idea, and details
- Use supporting details to infer a main idea
- Make connections to text
- Summarize and draw conclusions about a text using supporting details
- Use characters' thoughts to infer their feelings and traits
- Ask questions to identify character traits
- Identify and visualize cause-effect relationships
- Use text details and background knowledge to infer sequence of events in a text
- Monitor understanding in a text and clarify confusing parts
- Understand dictionary entries and use them to determine the meanings of unfamiliar words
- Use headings
- Identify adjectives and when to use them
- Identify when to use irregular verbs
- Review forms of the verb *be*
- Review subject pronouns
- Review subject-verb agreement

- Make, blend, read, and write homophones
- Use synonyms to explain information
- Use knowledge of antonyms to determine word meanings
- Review use of commas
- Identify and interpret idioms
- Use exact words to give more information
- Organize ideas for a speech
- Use details to support the main idea and help readers visualize
- Record information in notes, graphs, and diagrams
- Explain a process
- Give a speech
- Present a report
- Use a Venn diagram to plan compare and contrast paragraph
- Use a flow chart to plan an informational paragraph
- Record information in charts
- Use visual supports on the computer or internet
- Identify characteristics of a good problem/solution paragraph, compare and contrast paragraph, informational paragraph, and research report
- Draft, revise, edit, and publish a problem/solution paragraph, compare and contrast paragraph, informational paragraph, and research report

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests, Spelling Tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading logs
- Teacher observation
- Running records
- Practice book
- Exit Slips
- Writing rubric

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
21	Main Idea and Details	5 days
22	Understanding Characters	5 days
23	Conclusions	5 days
24	Cause and Effect	5 days
25	Sequence of Events	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 6: What a Surprise!

Target Course/Grade Level: Grade 2

Unit Summary - Students read and discuss literature about how a surprise can change your life

Primary interdisciplinary connections: Science/Social Studies

21st century themes: Story structure, fact and opinion, text and graphic features, understanding characters, compare and contrast

Learning Targets

Standards

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Z. Know spelling-sound correspondences for common vowel teams.

AA. Decode regularly spelled two-syllable words with long vowels.

BB. Decode words with common prefixes and suffixes.

CC. Identify words with inconsistent but common spelling-sound correspondences.

DD. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

P. Read grade-level text with purpose and understanding.

Q. Read grade-level text orally with accuracy, appropriate rate, and expression.

R. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content Statements

High frequency words; target vocabulary; vowel diphthongs; longer words with long vowels; final stable syllables; prefixes; suffixes; multiple-meaning words; synonyms; antonyms; classification/categorization; dictionary; story structure; fact and opinion; text and graphic features; characters; compare and contrast; inferences; predictions; questions; analysis/evaluation; summaries; visualization; humor; descriptive details; specialized language; narration; figurative language; accuracy; intonation; phrasing; expression; adjusted rate; research findings and topics; presentation formats; visual displays; dramatizations; listening and response skills; newsletters; literature discussions; retelling; problems and solutions; contractions; adverbs; possessive nouns; possessive pronouns; prepositions; poems; opinion paragraph; response writing; idea generation; word choice

Unit Essential Questions

- Why is it helpful to know the setting of a story?
- How do you know if something is a fact or an opinion?
- What can you learn from headings and captions?
- What clues help you understand a story character?
- How is life now the same as and different from life long ago?

Unit Enduring Understandings

- A surprise can change your life.

Unit Learning Targets

Students will...

- Understand and use the target vocabulary words to build background
- Blend, read, write, and spell words with vowel diphthongs
- Blend, read, and sort words with prefixes and suffixes
- Blend, read, build, sort, and write longer words with long vowels
- Blend, read, build, and write words with final stable syllable *-le*
- Identify and count sounds and syllables in words
- Match and substitute sounds in words
- Blend, read, and write singular and plural possessive nouns and pronouns
- Identify and understand multiple-meaning words
- Identify how words are alike and different
- Classify and categorize science words
- Use context clues to determine the meaning of antonyms
- Use dictionary entries to understand pronunciation and meaning of words
- Use word-learning strategies independently
- Practice reading fluently with appropriate intonation, natural phrasing, expression, and adjusted rate
- Learn about important ideas in text
- Identify setting, characters, and plot in a story
- Describe plot development
- Make inferences about story details and events
- Identify and summarize characters' feelings and traits based on their actions, words, and relationships
- Predict and discuss alternative endings
- Use text clues to infer story parts, what the author means, or what might happen next
- Make connections to text
- Compare and contrast text details with personal experiences
- Visualize text details to form pictures in the mind
- Identify and distinguish facts and opinions in text
- Ask questions about a text before, during, and after reading
- Identify, analyze, and evaluate text and graphic features
- Interpret information from graphic features
- Use context to understand how synonyms are alike and different
- Identify and use contractions with *not* and with pronouns
- Review how and when to use adjectives
- Identify and use adverbs

- Review irregular verbs
- Identify prepositions and prepositional phrases
- Combine sentences that have prepositional phrases
- Summarize research findings and revise research topics
- Listen and respond
- Create a newsletter
- Understand presentation formats and present visual displays of results
- Present dramatization of results
- Brainstorm problems and solutions
- Hold a literature discussion
- Identify characteristics of a good response poem, opinion paragraph, response paragraph, and literary essay
- Use sensory language to describe
- Use adjectives to express ideas and descriptions more clearly
- Write rhyming couplets
- Use only important details to support an opinion
- Use examples to support reasons
- Use graphic features as a source of information
- Draft, revise, edit, and publish a response poem, opinion paragraph, response paragraph, and literary essay

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests, spelling tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading logs
- Teacher observation
- Running records
- Practice book
- Exit Slips
- Writing rubric

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
26	Story Structure	5 days
27	Fact and Opinion	5 days
28	Text and Graphic Features	5 days
29	Understanding Characters	5 days
30	Compare and Contrast	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: