Englewood Public School District
Mathematics
Grade 2
Third Marking Period

Unit – Money, Fractions and Measurement

Overview: During this unit, students will learn about money, Fractions, Customary Measurement of Length, and Time

Time Frame: Chapter 11 – 12 days, Chapter 12 (12.1) only – 2 days, Chapter 13 – 12 days, Chapter 14 – 10 days
(Pacing includes 1 day for Chapter Opener pages if needed.)

Enduring Understandings:
Money amounts can be shown and counted using bills and coins.
Money is a convenient way to buy and sell goods and services.
Fractions can be used to describe how equal parts are related to a whole.
Rulers can be used to measure and compare how long and how tall things are.
Objects have distinct attributes that can be measured.
Clocks are tools to measure time
Time has specific units that can be measured
The time of day can be shown in different ways

Essential Questions:
Why is it important to have money?
Why is it important to know how to count money and make change?
Where can you find fractions in real life?
How do you determine which objects are taller/longer or shorter than another?
Why is telling time important?
Can you compare the time with a digital clock to an analog clock?

Standards	Topics and Objectives	Activities	Resources	Assessments
Chapter 11				
2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $	**Topics** Counting and comparing amounts of money in bills	2.MD.C.8 Delayed Gratification **Math Playground**	**SE-2B:** 46-72 **Workbook 2B:** 23-44 **Common Core Focus**	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal

and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Mathematical Practices
MP.1, MP.3, MP.4, MP.6

and coins.

Twenty-First Century Themes and Skills include:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:
- Recognize $1, $5, $10 and $20 bills
- Show and count money using coins and bills to $20.
- Write money amounts using $ and ¢.
- Write dollars as cents and cents as dollars.
- Compare amounts of money using tables.
- Use bar models to solve real-world problems involving addition and subtraction of money.
- Solve word problems using $ and ¢ symbols.

http://www.mathplayground.com/

Math Coach – Fact Fluency
http://schoolwires.henry.k12.ga.us/Page/21865

Math Wire – Basic Facts Link
http://mathwire.com/numbersense/bfactslinks.html

Math Fact Practice
http://www.playkidsgames.com/games/mathfact/mathFact.htm

Critical Thinking and Problem Solving p.70: Put on Your Thinking Cap!

Money activities:
http://www.primarythemepark.com/2016/02/money-activities-for-second-grade/
(CRP2, CRP4, CRP6, CRP8)

Children's books:
https://www.the-best-childrens-books.org/math-for-kids.html
- A dollar, a penny, how much, how

Lesson Appendix

Think Central: Online access to all Math in Focus materials listed above and Virtual Manipulatives

Professional Resources:
The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD.

Lesson and Component Walkthrough:
www.hmhelearning.com

Technology Resources
- Math in Focus eBooks
- Math in Focus Teacher Resources CD

North Carolina Dept of Ed. Wikispaces:
http://maccss.ncdpi.wikispaces.net/Elementary

Arizona Flip Book
http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf

Delaware DOE Common Core Item Bank for Mathematics – Grade 2
http://www.doe.k12.de.us/cms/lib09/DE01922744/Cent

Entries (CRP4)
- Math notebook (NJSLSA.W2.)
- Calendar skills
- Observations
- Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1)

Summative Assessments:
Math in Focus Assessments
- Chapter Review/Test – pp 71-72
- Assessments 2 – pp.90-94
- ExamView Assessment Suite – Test and Practice Generator
- Short answer / multiple choice assessments (8.2.2.E.1)
- Performance Task

Benchmark Assessments:
- Exact Path
- Common Formative Assessment

many: *by Brian P. Cleary*
- Once upon a dime: *by Nancy Allen*
- Money madness: *by David Adler*

More additional texts:
www.newsela.com
www.readworks.org
www.commonlit.org

ricity/Domain/111/Math_Grade_2-Nov.pdf

Worksheets, games, lesson plans:
https://www.education.com/resources/second-grade/math/
(8.1.2.E.1)

Worksheets, games, videos:
http://www.mathchimp.com/2nd-grade-math-resources
(8.1.2.E.1)

www.khanacademy.org
(8.1.2.E.1)

Activities, worksheets, lesson plans, curriculum:
http://www.jumpstart.com/parents/resources/grade-based-resources/2nd-grade-resources
(8.1.2.E.1)

Everyday math resources:
http://www1.center.k12.mo.us/edtech/edm/2.htm
(8.1.2.E.1)

Explanation of math journals:
https://thecornerstoneforteachers.com/math-journals/
(CRP4, NJSLSA.W2)

Alternative Assessments:
- Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment (CRP2, CRP4, CRP8)
- Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1)
- Graphs, charts, diagrams

Math journals:
https://www.k-5mathteachingresources.com/math-journals.html
(CRP4, NJSLSA.W2)

Chapter 12 (12.1 only)

2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **2.G.A.3.** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. *Mathematical Practices* MP.4, MP.6	**Topics** Using fractions to describe equal parts of a whole. Twenty-First Century Themes and Skills include: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration **Objectives** Students will be able to: • Identify whether a shape is divided into equal fractional parts. • Read, write, and identify unit fractions for halves, thirds, and fourths. • Show fractions and a whole using model drawings.	2.G.A.2 Partitioning a Rectangle into Unit Squares **Math Playground** http://www.mathplayground.com/ **Math Coach – Fact Fluency** **http://schoolwires.henry.k12.ga.us/Page/21865** **Math Wire – Basic Facts Link** **http://mathwire.com/numbersense/bfactslinks.html** **Math Fact Practice** **http://www.playkidsgames.com/games/mathfact/mathFact.htm** **7 fraction games for kids**: https://www.weareteacher	**SE-2B:** 75-82 **Workbook 2B:** 45-50 **Common Core Focus Lesson Appendix** **Think Central**: Online access to all Math in Focus materials listed above and Virtual Manipulatives **Professional Resources:** The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD. **Lesson and Component Walkthrough:** www.hmhelearning.com **Technology Resources** • Math in Focus eBooks • Math in Focus Teacher Resources CD	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook (NJSLSA.W2.) • Calendar skills • Observations • Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1) **Summative Assessments:** *Math in Focus Assessments* • ExamView Assessment Suite – Test and Practice Generator • Short answer / multiple choice assessments

s.com/fun-with-fractions-7-tactile-and-kinesthetic-games/
(CRP2, CRP4, CRP6, CRP8)

Children's books:
https://www.the-best-childrens-books.org/math-for-kids.html
- Whole-y Cow, fractions are fun: *by Taryn Souder*
- Fraction action: *by Loreen Leedy*
- Hershey's milk chocolate fractions book: *by Jerry Pallotta*

More additional texts:
www.newsela.com
www.readworks.org
www.commonlit.org

North Carolina Dept of Ed. Wikispaces:
http://maccss.ncdpi.wikispaces.net/Elementary

Arizona Flip Book
http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf

Delaware DOE Common Core Item Bank for Mathematics – Grade 2
http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_2-Nov.pdf

Standards Solution Lessons:
CCSS Lesson Plan:
Partitioning Rectangles

Worksheets, games, lesson plans:
https://www.education.com/resources/second-grade/math/
(8.1.2.E.1)

Worksheets, games, videos:
http://www.mathchimp.com/2nd-grade-math-resources
(8.1.2.E.1)

www.khanacademy.org
(8.1.2.E.1)

(8.2.2.E.1)

Alternative Assessments:
- Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment
(CRP2, CRP4, CRP8)
- Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1)
- Graphs, charts, diagrams

Activities, worksheets, lesson plans, curriculum:
http://www.jumpstart.com/parents/resources/grade-based-resources/2nd-grade-resources
(8.1.2.E.1)

Everyday math resources:
http://www1.center.k12.mo.us/edtech/edm/2.htm
(8.1.2.E.1)

Explanation of math journals:
https://thecornerstoneforteachers.com/math-journals/
(CRP4, NJSLSA.W2)

Math journals:
https://www.k-5mathteachingresources.com/math-journals.html
(CRP4, NJSLSA.W2)

Chapter 13				
2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.B.6.** Add up to four two-digit numbers using	**Topics** Measuring and comparing how long and how tall things are by using rulers and customary unit of measure. Twenty-First Century Themes and Skills include: • Creativity and	2.MD.A.1,3,4 Determining Length 2.MD.B.5 High Jump Competition 2.MD.B.6 Frog and Toad on the Number Line	**SE-2B:** 103-129 **Workbook 2B:** 73-96 **Common Core Focus Lesson Appendix** **Think Central**: Online access to all Math in Focus materials listed above and Virtual Manipulatives	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook (NJSLSA.W2.) • Calendar skills • Observations • Discussions: in

strategies based on place value and properties of operations.

2.NBT.B.7. **Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.**

2.NBT.B.9. **Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)**

2.MD.A.1. **Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**

Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:
- Use a ruler to estimate and measure length.
- Compare lengths.
- Find the difference in lengths of objects.
- Use a ruler to measure length to the nearest inch.
- Draw parts of lines of given lengths.
- Use an inch ruler to measure and compare lengths.
- Find the difference in lengths of objects in inches.
- Measure the same objects in inches and feet.
- Understand how measurements relate to the sizes of units.
- Solve one- and two-step problems involving length.
- Draw bar models to solve real-world problems.

Math Playground
http://www.mathplayground.com/

Math Coach – Fact Fluency
http://schoolwires.henry.k12.ga.us/Page/21865

Math Wire – Basic Facts Link
http://mathwire.com/numbersense/bfactslinks.html

Math Fact Practice
http://www.playkidsgames.com/games/mathfact/mathFact.htm

Critical Thinking and Problem Solving p.127: Put on Your Thinking Cap!

Measurement and data activities:
https://www.k-5mathteachingresources.com/2nd-grade-measurement-and-data.html
(CRP2, CRP4, CRP6, CRP8)

Children's books:
https://www.the-best-childrens-books.org/math-

Professional Resources:
The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD.

Lesson and Component Walkthrough:
www.hmhelearning.com

Technology Resources
- Math in Focus eBooks
- Math in Focus Teacher Resources CD

North Carolina Dept of Ed. Wikispaces:
http://maccss.ncdpi.wikispaces.net/Elementary

Arizona Flip Book
http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf

Delaware DOE Common Core Item Bank for Mathematics – Grade 2
http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_2-Nov.pdf

Standards Solution Lessons:
CCSS Lesson Plan: Using

groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1)

Summative Assessments:
Math in Focus Assessments
- Chapter Review/Test – pp 128-129
- Assessments 2 – pp.104-107
- ExamView Assessment Suite – Test and Practice Generator
- Short answer / multiple choice assessments (8.2.2.E.1)
- Performance Task

Alternative Assessments:
- Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment (CRP2, CRP4, CRP8)
- Learning centers: each learning center focuses on a different type of

2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.		for-kids.html	problem (8.2.2.E.1)
2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		**More additional texts:** www.newsela.com www.readworks.org www.commonlit.org	• Graphs, charts, diagrams

Tools to Measure

Worksheets, games, lesson plans:
https://www.education.com/resources/second-grade/math/
(8.1.2.E.1)

Worksheets, games, videos:
http://www.mathchimp.com/2nd-grade-math-resources
(8.1.2.E.1)

www.khanacademy.org
(8.1.2.E.1)

Activities, worksheets, lesson plans, curriculum:
http://www.jumpstart.com/parents/resources/grade-based-resources/2nd-grade-resources
(8.1.2.E.1)

Everyday math resources:
http://www1.center.k12.mo.us/edtech/edm/2.htm
(8.1.2.E.1)

Explanation of math journals:
https://thecornerstoneforteachers.com/math-journals/
(CRP4, NJSLSA.W2)

Math journals:

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

2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving

situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1.) *Mathematical Practices* **MP.1, MP.4, MP.5, MP.6**			https://www.k-5mathteachingresources.com/math-journals.html (CRP4, NJSLSA.W2)	

Chapter 14 (skip 14.4)

2.MD.C.7. **Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** *Mathematical Practices* **MP.1, MP.2, MP.4, MP.6**	**Topics** Telling the time of day in different ways. Twenty-First Century Themes and Skills include: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration **Objectives** Students will be able to: • Use the minute hand to show and tell the number for every five minutes after the hour. • Show and tell time in hours and minutes.	2.MD.C.7 Ordering Time **Math Playground** http://www.mathplayground.com/ **Math Coach – Fact Fluency** **http://schoolwires.henry.k12.ga.us/Page/21865** **Math Wire – Basic Facts Link** **http://mathwire.com/numbersense/bfactslinks.html** **Math Fact Practice** **http://www.playkidsgames.com/games/mathfact/mathFact.htm** **Critical Thinking and Problem Solving** p157.: Put on Your Thinking	**SE-2B:** 133-149; 158 **Workbook 2B:** 97-110; 121-122 **Common Core Focus Lesson Appendix** **Think Central**: Online access to all Math in Focus materials listed above and Virtual Manipulatives **Professional Resources:** The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD. **Lesson and Component Walkthrough:** www.hmhelearning.com	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook (NJSLSA.W2.) • Calendar skills • Observations • Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1) **Summative Assessments:** *Math in Focus Assessments* • Chapter Review/Test – pp 158

	• Use a.m. and p.m. to show morning, afternoon, or night. • Order events by time.	Cap! 5 hands on ways to teach telling time: https://www.weareteachers.com/5-hands-on-ways-to-teach-telling-time/ (CRP6, CRP8) **Children's books:** https://www.the-best-childrens-books.org/math-for-kids.html • A second, a minute, a week with days in it: *by Kathryn Heling* • Telling time with big mama cat: *by Dan Harper* **More additional texts:** www.newsela.com www.readworks.org www.commonlit.org	**Technology Resources** • Math in Focus eBooks • Math in Focus Teacher Resources CD **North Carolina Dept of Ed. Wikispaces:** http://maccss.ncdpi.wikispaces.net/Elementary **Arizona Flip Book http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf** **Delaware DOE Common Core Item Bank for Mathematics – Grade 2 http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_2-Nov.pdf** **Worksheets, games, lesson plans: https://www.education.com/resources/second-grade/math/** (8.1.2.E.1) **Worksheets, games, videos: http://www.mathchimp.com/2nd-grade-math-resources** (8.1.2.E.1) **www.khanacademy.org** (8.1.2.E.1)	• Assessments 2 – pp.111-114 • ExamView Assessment Suite – Test and Practice Generator • Short answer / multiple choice assessments (8.2.2.E.1) • Performance Task **Alternative Assessments:** • Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment (CRP2, CRP4, CRP8) • Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1) • Graphs, charts, diagrams • Posters for a movie while displaying movie times

Activities, worksheets, lesson plans, curriculum:
http://www.jumpstart.com/ parents/resources/grade-based-resources/2nd-grade-resources
(8.1.2.E.1)

Everyday math resources:
http://www1.center.k12.mo .us/edtech/edm/2.htm
(8.1.2.E.1)

Explanation of math journals:
https://thecornerstoneforteac hers.com/math-journals/
(CRP4, NJSLSA.W2)

Math journals:
https://www.k-5mathteachingresources.com /math-journals.html
(CRP4, NJSLSA.W2)

Key Vocabulary:
Chapter 11:
$1 bill, $5 bill, $10 bill, $20 bill, cent sign (¢), dollar sign ($), decimal point, table

Chapter 12:
equal, unequal, whole, fraction, one-half, one-third, one-fourth

Chapter 13:
foot/feet (ft), length, ruler, unit, width, height, longest, shortest, inch (in)

Chapter 14:

hour hand, minute hand, minute, hour, o'clock, after, clock face, a.m., p.m.

NJ Learning Standards Vocabulary:
2.MD.C.8
Work with time and money.
quarter, dime, nickel, dollar, cent(s), $, ¢, heads, tails

2.G.A.2
Reason with shapes and their attributes.
partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, rows, columns
2.G.A.3
Reason with shapes and their attributes.
partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, rows, columns
From previous grades: circle, square, sphere, half-circle, quarter-circle, cone, prism, cylinder, trapezoid

2.NBT.B.5, 6, 7 & 9
 Use place value understanding and properties of operations to add and subtract.
fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction

2.MD.A.1, 3, & 4
Measure and estimate lengths in standard units.
about, a little less than, a little more than, longer, shorter, measure, standards units, units, customary, metric, inch, foot, centimeter, tools, ruler, meter, centimeter, ruler, yardstick, meter stick, measuring tape, estimate, sums, differences

2.MD.B.5 & 6
Relate addition and subtraction to length.
inch, foot, yard, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate, length, equation, number line, equally spaced, point, addition, subtraction, unknown, sums, differences, measure, standard units, customary, metric, units, sums, differences

2.OA.A.1
Represent and solve problems involving addition and subtraction.
add, subtract, more, less, equal, equation, putting together, taking from, taking apart, addend, comparing, unknown

2.MD.C.7
Work with time and money.
time, hour hand, minute hand, hour, minute, a.m., p.m., o'clock, *multiples of 5* (e.g., five, ten, fifteen, etc.), analog clock, digital clock, quarter 'til, quarter after, half past, quarter hour, half hour, thirty minutes before, 30 minutes after, 30 minutes until, 30 minutes past

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional staff should be included so all students can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure. Student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges.

English Language Learners:	Special Education:	At-Risk:	Gifted and Talented:
- Teaching modeling - Peer modeling - Word walls - Give directions in small steps and in as few words as possible - Provide visual aids - Group similar problems together - Repeat directions when necessary	- Utilize modifications & accommodations delineated in the students' IEP - Work with paraprofessional - Work with a partner - Shorten assignments to focus on mastery or key concepts - Maintain adequate space between desks - Keep workspaces clear of unrelated materials - Provide fewer problems to attain passing grades - Tape a number line to the students desk - Create a math journal that they can use during class, on assignments and (if	- Use visual demonstrations, illustrations and models - Give directions / instructions verbally and in simple written format - Peer support - Increased one – on – one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the students to see during the time of the lesson - Review behavior expectations and made	- Inquiry based instruction - Independent study - Higher order thinking skills - Adjusting the pace of the lessons - Real world scenarios - Student driven instruction

	teacher allows) on assessments • Provide extra time to complete a task when needed • Provide definitions of different graphs / charts with illustrations	adjustments • Create a math journal that they can use during class, on assignments and (if teacher allows) on assessments	

Interdisciplinary Connections: ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Integration of Technology Standards NJSLS:

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue
8.2.2.E.1: List and demonstrate the steps to an everyday task.

Career Ready Practices:

CRP2: Apply appropriate academic and technical skills
CRP4: Communicate clearly and effectively and with reason
CRP6: Demonstrate creativity and innovation
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

21st Century Standards

9.1.4.B.3 Explain what a budget is and why it is important.
9.1.4.B.4 Identify common household expense categories and sources of income.

<mark>Major</mark> <mark>Supporting</mark> <mark>Additional</mark> (Identified by PARCC Model Content Frameworks)