Trimester	Unit Title	Recommended Instructional Days
2-3	Unit 4: Making a Difference	6-8 weeks

Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit
Progress Indicator: RL.2.1; RL.2.2; RL.2.4; RL.2.5; RL.2.10 Link to all grade 2 ELA standards	*Progress Indicator:* RI.2.1; RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.7; RI.2.8; RI.2.9; RI.2.10	
Reading Foundational Skills Strand:	**Writing Strand:**	
Progress Indicator: RF.2.3.A; RF.2.3.B; RF.2.3.C; RF.2.3.E; RF2.4.A; RF.2.4.B; RF.2.4.C	*Progress Indicator:* W.2.3; W.2.5; W.2.6; W.2.7; W.2.8	**Essential Questions:** ● Why is it important to connect with other people? ● How can others inspire us to reach a goal? ● How can our creations affect others? ● What can people do to make a difference in their communities? ● How can people work together to solve a problem? ● How can you get involved to improve your community? ● How do authors use chronological order to help us understand text?
Speaking and Listening Strand:	**Language Strand:**	● How do authors use text structure in biographies? ● How can we determine the theme or lesson of a realistic fiction story? ● What are the characteristics of persuasive text? ● What are the elements of narrative nonfiction? ● Why do authors write stories?
Progress Indicator: SL.2.1.A; SL.2.1.B; SL.2.1.C; SL.2.2; SL.2.3; SL.2.4; SL.2.5; SL.2.6	*Progress Indicator:* L.2.1.C; L.2.1.E; L.2.2.A; L.2.2.B; L.2.2.C; L.2.2.D; L.2.2.E; L.2.3.A; L.2.4.A; L.2.4.B; L.2.4.E; L.2.5.A; L.2.5.B; L.2.6	● How can comparing and contrasting texts help us understand them better? ● How do we explain and use text features to locate details in a text?
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	● How can we generate questions about text before, during, and after reading to deepen understanding and gain information?

● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills	● Recognize one's feelings and thoughts ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize and identify the thoughts, feelings, and perspectives of others. ● Develop, implement, and model effective problem-solving and critical thinking skills ● Establish and maintain healthy relationships	● How can we use text evidence to support an appropriate response? ● How does making connections to personal experiences, ideas in other texts, and society help us better understand the text and the world around us. **Activity Description**: 1. Week 1 - Anchor Text: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell* Reading Skills/Strategies: Identify Text Structure/Answer Questions ● Biography Anchor Chart- p. 243 ● Identify Text Structure p. 268 ● Ask and Answer Questions p. 269 ● IXL Aligned Standards: Read About Famous People 5MZ Match Each Cause to its Effect X8Z Similes and metaphors with pictures NVG ● Small Group - T14-T15 ● Reading Workshop- shared/close reading Language and Conventions:Adjectives and Adverbs ● Adjectives and Adverbs p. 274 Writing: Introduce and Immerse- Planning, Drafting, and Publishing ● Writing Workshop Mini Lesson ● Generate Ideas and Plan a Personal Narrative p. 276-277 ● Writing Club 2. Week 2 - Anchor Text: *Building on Nature: The Life of Antoni Gaudí* Reading Skills/Strategies: Use Text Features/Make Connections ● Traditional Tale: Biography Anchor Chart p. 285 ● Use Text Features- p. 310 ● Make connections- p. 311 ● IXL Aligned Standards: Read along about famous people PDE Use text features MKE

- Small Group - T82-T83
- Reading Workshop- shared/close reading

Language and Conventions: Comparative and Superlative Adjectives
- Comparative and Superlative Adjectives p. 316

Writing: Develop Elements
- Writing Workshop Mini Lesson
- The Narrator p. 318
- Writing Club

3. Week 3 - Anchor Text: *The Garden of Happiness*

Reading Skills/Strategies: Determine Theme/Create New
Understandings
- Realistic Fiction Anchor Chart p. 326-327
- Determine Theme -p. 354
- Create New Understandings- p. 355
- IXL Aligned Standards:
  Read along with realistic fiction BU7
  Identify the narrative point of view BDJ
- Small Group- T150-T151
- Reading Workshop- shared/close reading

Language and Conventions:Commas in Dates and Letters
- Commas in Dates and Letters p. 360
- Sequence of Events p. 361

Writing: Develop Structure
- Writing Workshop Mini Lesson
- Details- p. 363
- Writing Club

4. Week 4 - Anchor Text: *One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia*

Reading Skills/Strategies: Identify Text Structure/ Make and Confirm
Predictions
- Biography Anchor Chart p. 370-371
- Identify Text Structure p. 398
- Make and Confirm Predictions p. 399
- IXL Aligned Standards:

Make predictions about a story KUK
Order events in a story 5YL
- Small Group T220-T221
- Reading Workshop- shared/close reading

Language and Conventions: Pronouns
- Pronouns p. 404

Writing: Writer's Craft
- Writing Workshop Mini Lesson
- Edit for Pronouns p. 406
- Writing Club

5. Week 5 - Anchor Text: *Kids Can Be Big Helpers*

Reading Skills/Strategies: Understand Persuasive Text/Monitor Comprehension
- Persuasive Text Anchor Chart p. 414-415
- Understand persuasive text p. 434
- Monitor Comprehension p. 435
- IXL Aligned Standards:
  Complete the fact and opinion sentences 79N
  Identify the author's statement of opinion
- Small Group T290-291
- Reading Workshop- shared/close reading

Language and Conventions: Reflexive Pronouns
- Reflexive Pronouns p. 440

Writing: Publish, Celebrate, Assess
- Writing Workshop Mini Lesson
- Edit for Spelling p. 442
- Writing Club

Interdisciplinary Connections:

Follow the "Cross-Curricular" discussion prompts in your manual to address the standards.

Science
Standards:
- Biological Evolution: Unity and Diversity 2-LS4

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies
Standards:
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Activities:
- Unit 4 Introduction Video: *Making Connections* on Savvas Realize with Turn and Talk
- Read and discuss Infographics: *People Who Were First* on p. 236-237 (week 1), *Creative Places* p. 278-279 (week 2), *Community Care* p. 320-321 (week 3), *Old Stuff, New Uses* p. 364-365 (week 4), and *Look What We Can Do* p. 408-409 (week 5)

Assessments (Formative)	Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully engage within:	To show evidence of meeting the standard/s, students will successfully complete:
Formative Assessments: ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Cold Reads ● Practice Tests ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers, Lists, Charts ● Conferencing - Conference prompts ● Peer/Self-Assessment ● Pre-Writing and Published Works ● Response Logs/Journals ● Quick Write ● Unit 4 Writing Rubric ● Writing Center	**Benchmarks:** ● Ongoing mini-assessments based on standards addressed ● iReady Diagnostic **Summative Assessments:** ● iReady Checkups ● Published Writing Pieces ● Selection/Unit Tests

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
● myView Literacy 2.2 Student Interactive hardcover and digital forms) ● Leveled Readers ● Literacy Stations	● Below-Leveled Readers ● Modified Versions of Test (audio, large font) ● Choice Boards ● Differentiated Literacy Stations	● Focus on *ELL Targeted Support Sections* of Teacher's Guide ● Online thesaurus ● Storyboard Graphic Organizers	● Enrichment Readers ● Enrichment Activities ● Tiered ContentActivities ● Choice Boards ● Provide variety of rigorous materials

- Journals
- Reading Anchor Charts
- Read Aloud Trade Book Library
- Mentor Stack

Supplemental Resources

Technology:
- Student Technology Device (Chromebook, iPad, Computer, etc.)
- Camera and microphone
- Document Camera
- Learning Management Systems (Schoology, SeeSaw)
- District Digital Resources: IXL, iReady, Savvas Realize, Google Apps for Education,

Other:
- Whiteboard
- Chart paper

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	Alternate Core Resources *IEP/504/At-Risk/ESL*	ELL Core Resources	Gifted & Talented Core Resources
● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed	● Introduce skills/vocabulary before lesson ● Teacher modeling ● Use of visual & multi-sensory formats ● Pair with higher level students ● Utilize a multi-sensory (VAKT) approach during instruction ● Provide alternate presentations of skills by varying the method (repetition, simple	● Visual Learning ● Pre-Teaching Skills/Vocabulary ● Teacher Modeling ● Pair students with advanced language skills ● Scaffolding ● Choice Boards ● Differentiated Literacy Centers ● Sentence Stems	● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● Interest Based Content ● Student-Driven Instruction ● Tiered Content/Activities ● Create an enhanced set of introductory activities ● Intensive accelerated instruction ● Real world investigators and problem solvers

| | explanations, additional examples, modeling, etc.)
● Modify test content and/or format
● Allow students to retake test for additional credit
● Provide additional times and preferential seating as needed
● Scaffolding
● Highlight key vocabulary
● Text-to-Speech
● Use of anchor charts
● Sentence Stems | | |

| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | **Disciplinary Concept:**
● Career Awareness and Planning
● Creativity and Innovation
● Critical Thinking and Problem Solving
● Digital Citizenship
● Global and Cultural Awareness
● Information and Media Literacy
● Technology Literacy |
| | *Core Ideas:*

 ● Different types of jobs require different knowledge and skills.
● Brainstorming can create new, innovative ideas.
● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
● Digital artifacts can be owned by individuals or organizations.
● Young people can have a positive impact on the natural world in the fight against climate change.
● Individuals from different cultures may have different points of view and experiences.
● Digital tools and media resources provide access to vast stores of information that can be searched. |

		● Digital tools have a purpose.
	Performance Expectation/s:	● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) ● 9.4.2.DC.1: Explain differences between ownership and sharing of information. ● 9.4.2.DC.2: Explain the importance of respecting digital content of others. ● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals ● 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool ● 9.4.2.TL.2: Create a document using a word processing application.

Career Readiness, Life Literacies, & Key Skills Practices

● Act as a responsible and contributing community member and employee.
● Consider the environmental, social and economic impacts of decisions.
● Demonstrate creativity and innovation.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Model integrity, ethical leadership and effective management.
● Plan education and career paths aligned to personal goals.
● Use technology to enhance productivity, increase collaboration and communicate effectively.
● Work productively in teams while using cultural/global competence.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
X	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*
						X	Standards in Action: *Climate Change*